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A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING, 1967.

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A SURVEY MADE DURING THE SUMMER OF 1967 SHOWED THAT ALMOST ONE THOUSAND SCHOOL-AGE MIGRANT CHILDREN WERE IN THE STATE OF WYOMING FOR 6 TO 8 WEEKS DURING THE SUGAR BEET SEASON. THIS HANDBOOK, PREPARED FOR THE USE OF THOSE TEACHERS AND ADMINISTRATORS WHO WORK IN SUMMER SCHOOL PROGRAMS, IS DIVIDED INTO FIVE CHAPTERS. CHAPTERS 1 AND 2 DEAL WITH THE BACKGROUND OF MEXICAN AMERICAN MIGRANTS AND GIVE SUGGESTIONS FOR WORKING WITH BOTH MIGRANT PUPILS AND PARENTS. THE 3RD CHAPTER PRESENTS IN DETAIL THE ADMINISTRATION AND ORGANIZATION OF A SUMMER SCHOOL PROGRAM FOR THE MIGRANT CHILDREN. THE 4TH AND 5TH CHAPTERS INCLUDE GUIDELINES FOR TEACHERS OF MIGRANT CHILDREN AND A BASIC CURRICULUM TO BE USED IN THE MIGRANT SUMMER SCHOOLS. A SELECTED BIBLIOGRAPHY FOR TEACHING THE EDUCATIONALLY DISADVANTAGED IS INCLUDED. (ES)

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A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING

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FOREWORD

Congress passed an amendment to Title I of the Elementary-Secondary Education Act of 1965 to include the children of agricultural migrant workers with disadvantaged children. Through this amendment, aid is available to states having migrant children to set up educational programs.

A survey made during the summer of 1967 showed that almost a thousand school-age children were in the State for periods ranging from six to eight weeks in the spring and early summer with their families who were employed as migrant workers. These children were concentrated in the Torrington, Riverton, Worland, Lovell and Powell areas.

A program for preparing teachers was organized at the University of Wyoming this summer. This handbook is the result of the work of the teachers attending that workshop. It may be used as a guide and a source of information by those who will work with the programs for migrant children in the future.

Harry Roberts,
State Superintendent of
Public Instruction

INTRODUCTION

The purpose of this handbook is to assist those who work in Migrant Children Programs to make a more effective offering to the children. Hopefully this booklet will be of special assistance to those who are associating themselves for the first time in a Migrant Program. For most effective use, the handbook should be skimmed first and then studied in more detail. For experienced teachers, the manual should serve as a point of departure. Creative teaching ideas and careful efforts by the teacher are necessary for successful teaching of Migrant Children. The writers of the handbook attempted to make it a tool useful in solving problems.

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The five-week summer workshop was held under the provisions of Title I of the Elementary and Secondary Education Act of 1965, as amended to include children of Agricultural Migrant Workers. The College of Education in the University of Wyoming operated the workshop through a contract with the Wyoming State Department of Education and the U.S. Office of Education. Dr. Roger D. Fisher was Director and Dr. Glenn McMenemy, Assistant Director. Mr. Merle V. Chase, Coordinator of Federal Programming

and Miss Dorris L. Sander, Director of Educational Programs for Migrant Children and Rural Education from the Wyoming State Department of Education helped to organize the program.

Wyoming State Department of Education people who were involved, besides Miss Sander and Mr. Chase, were Mr. Harry Roberts, State Superintendent of Public Instruction; Mr. Brian Schmidt, Testing Specialist; and Mr. Glenn Reynick, Evaluation Specialist. Mr. John Runkle, Program Officer, Title I, E.S.E.A., Denver Region Office of the U.S. Office of Education also assisted. The Colorado State Department of Education members involved were Mr. Ward Vining and Mr. Nick Rossi. Also from Colorado were the Principal of East Memorial School, Mr. James Eager, and Lorraine Garcia, a contact person. From Texas were Mr. B.G. Renaud, Mr. Leon Graham, and Mr. David Gonzales. Consultants from the University of Wyoming were Dr. Lyle Miller, Chairman, Department of Guidance; Mrs. Edith Watters, Second Grade Supervisor, University Laboratory School and Associate Professor of Education; Mrs. Hilma Carroll, Graduate Student, Guidance; Dr. Margaret Ankeney, Associate Professor of Educational Foundations; Dr. Laurence Walker, Associate Dean, College of Education; Dr. Lester Roberts, Associate Professor of Music Education; Mrs. Judi Funk, Third Grade Supervisor and Instructor in Elementary Education, University Laboratory School; Mr. Donald Wiest, Professor of Art Education; Miss Thelma Lobo, Instructor in Physical Education, University Laboratory School; and Dr. Leslie Grimes, Visiting Professor of Educational Administration. Others involved were Mrs. Barbara Hort, Nurse for Migrant Children from Torrington. A former migrant, Mr. Eusebio Sandoval, also talked to the group. The workshop members acknowledge the help of the secretaries and others. Our special thanks to Ann Brown for her illustrations.

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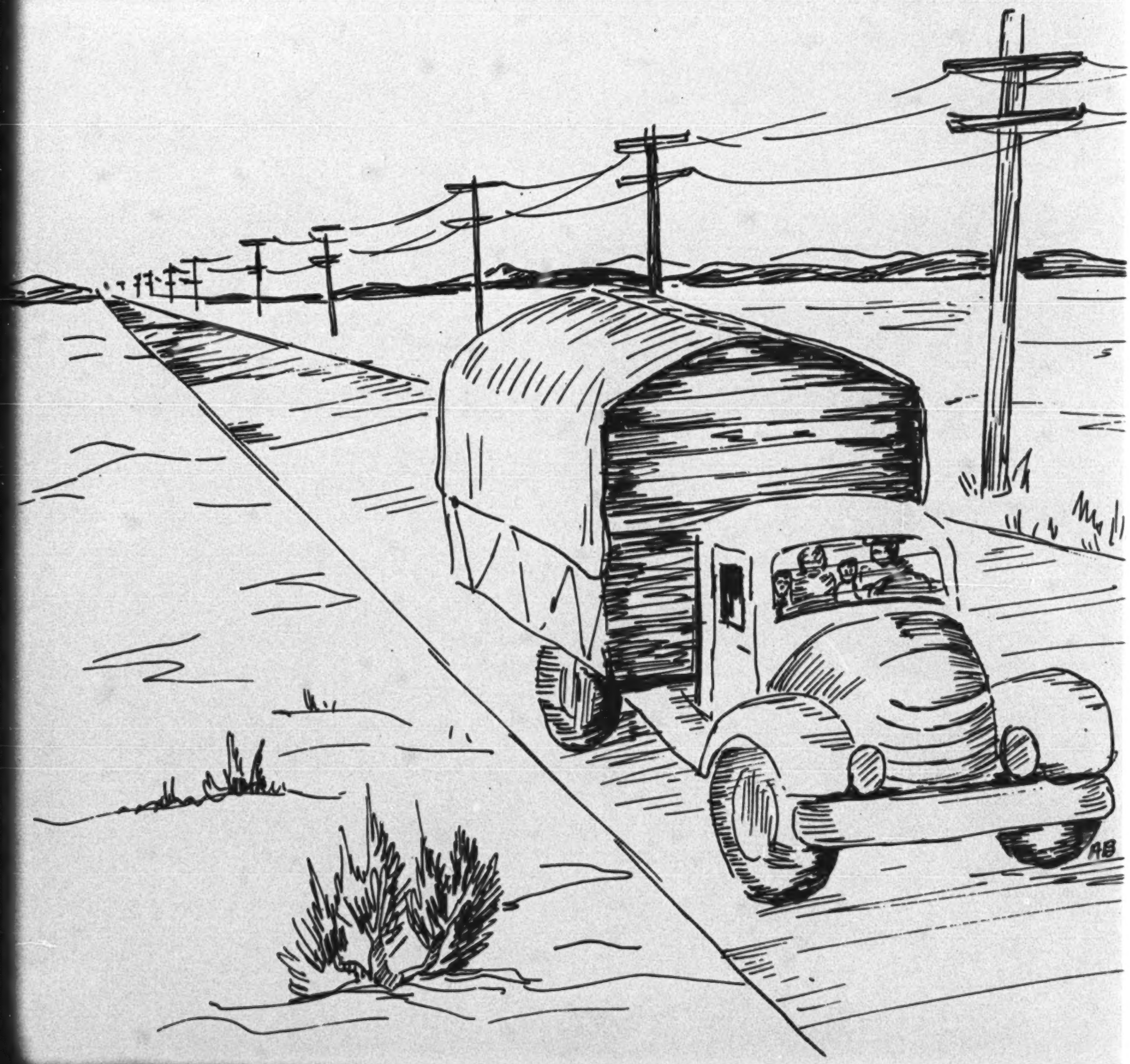
THE MIGRANTS ARRIVE

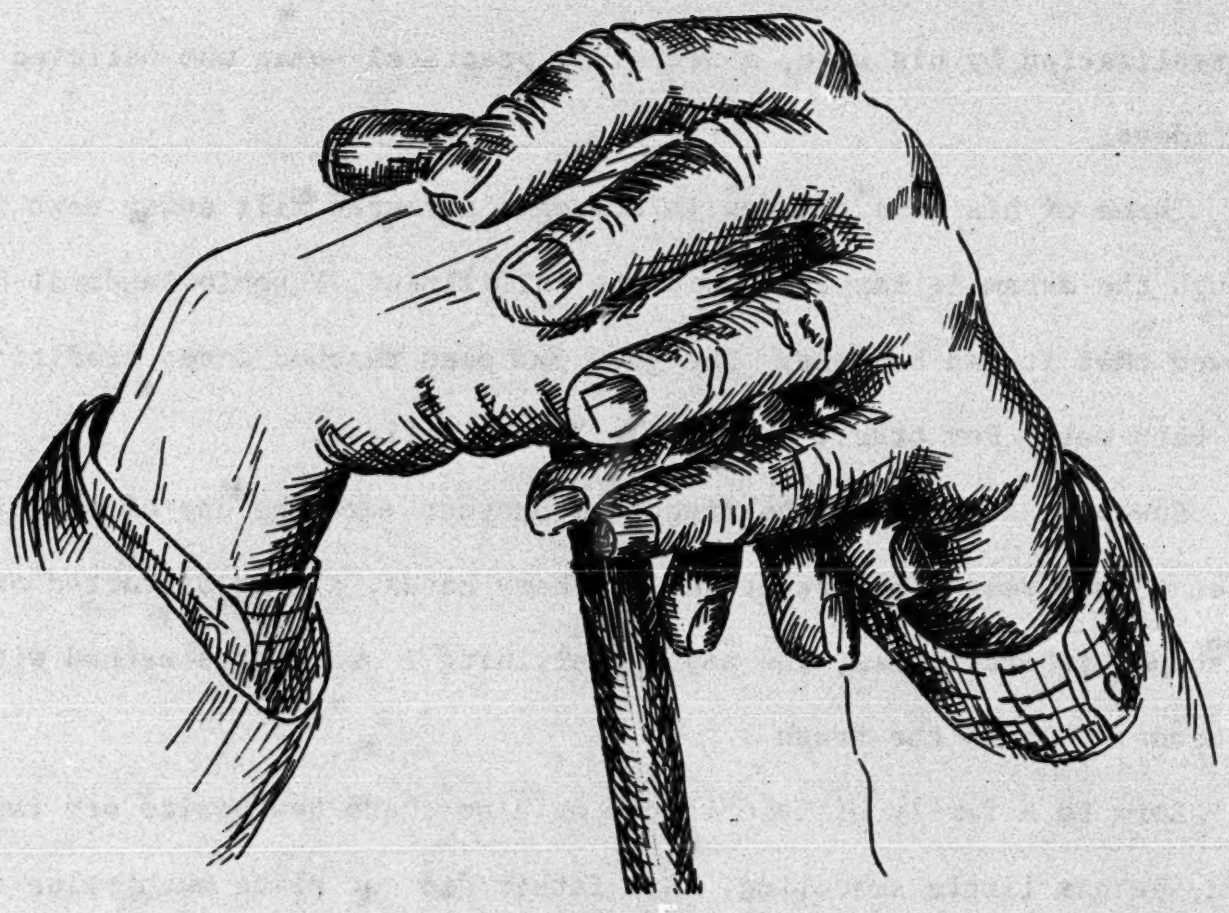
IN WYOMING



CHAPTER I

BACKGROUND AND PHILOSOPHY

A Migrant's Dream



Ever reaching for a star, Eusebio Sandoval will have it within his grasp when his first son graduates from college in June. This will be a

rare occasion when he will dress in a suit. His eyes will be bright with an unshed tear; his voice, husky, and he will be a little ill at ease.

Ever since I can remember, his dreams have exceeded his grasp. He told his ideas only to his wife and children because others laughed at him. The father of eight sons and two daughters, he dreamed of giving them college educations. But this is a big task even for a man who is well educated and has a good-paying job. Eusebio Sandoval is a migrant laborer.

Ironically, he is not a man of action. His dreams have been spurred to realization by his wife, a decisive, practical woman who believed in his ideas.

Three of his sons are now in college; a fourth will enter next fall. Though the dream is far from complete fulfillment, Eusebio Sandoval has proved that it can be done. The goal has been reached once; tradition has been set. For others the road will be familiar.

Eusebio Sandoval is the figure of another age--the day of the pioneers. Often I have seen him look at his leathery hands, almost distorted out of shape with callouses, and say, "Everything I own I have earned with my hands." It is the truth.

Born to a family of 14 children on a northern New Mexico dry land farm, he has little schooling. His father did not place much value in an education. At the age of 15, without finishing elementary school, he left home to work on a railroad section gang in Wyoming. Feeling a sense of responsibility towards his family, he gave all his savings to his parents.

Eusebio Sandoval deeply regrets not having a better education. He feels he has worked too hard and taken too much abuse as a migrant

laborer. Since the very start he was determined that his children would be well educated. "Learn all you can," he would urge. "Nobody can take it from you."

Except when overwhelmed with tiredness, he has a good sense of humor. He likes to joke and laugh a lot. But with strangers, especially Anglos, he is quiet and shy, behaving in a formal dignified manner. He has tremendous faith in God and his own ability.

"Never say that you can't do a job," he advises. "If you use your head you'll learn immediately."

On the surface he does not appear emotional, but when his oldest son went away to college, the tears swelled up in his eyes. Perhaps he remembered his own hardships when he left home to work on the railroads and in the fields in other states. He suffered verbal abuse, low wages, and extremely poor housing.

Eusebio Sandoval will never make any headlines. In fact, his name will never appear in a newspaper. His humble beginning, lack of education, circumstances and poverty doomed him to a humble life. But his sons will make news. They will be educated. Their names will be called out when college degrees are passed out. His sons names will appear in the newspapers.

With each graduation, one more segment in his dream will be completed. If God wills, he will witness them all, from the oldest to the youngest. Attired in his Sunday best, he will watch his sons walk upon the stage. His clothes will seem imcompatible with his calloused hands. He will be happy, for though small in stature he dared to have big dreams.

This is the true story of the life of Eusebio Sandoval. Today Eusebio Sandoval proudly displays his large collection of graduation cap

tassels given to him by his children. He also is able to boast, without really knowing the true significance of the letters, that two of his sons are Ph.D.'s, two have their M.A. degrees, one has a D.D.S. degree, and two have their B.A. degrees. One daughter has her M.A. degree. One cannot deny that Eusebio Sandoval's dream has indeed become a reality.*

---

*This story was written in May of 1957 by Moises Sandoval, one of Eusebio Sandoval's sons and was adapted for a talk given to the participants of a workshop at the University of Wyoming by Eusebio Sandoval, Jr. It is the author's wish that the participants of the workshop use the story in their publication with one time reprint rights only.

BACKGROUND

"Our Objective: Total Victory"

. . . I have called for a National War on Poverty. Our objective: Total Victory.

There are millions of Americans--one fifth of our people--who have not shared in the adundance which has been granted to most of us, and to whom the gates of opportunity have been closed.

What does this poverty mean to those who endure it?

It means a daily struggle to secure the necessities for even a meager existence. It means that the abundance, the comforts, the opportunities they see all around them are beyond their grasp. Worst of all, it means hopelessness for the young.

President Lyndon B. Johnson,
Message on Poverty to Congress,
March 16, 1964

In this age of plenty, the migrant farm worker stands as an outcast in our midst. In the states where his help is needed for continuance in certain industries, now, for the first time the migrant farm worker is making himself heard. Such companies as Great Western Sugar and Holly Sugar located in Colorado, Wyoming and Montana are doing much to help by learning more about the migrant families and their needs.

The needs of the migrant families have been known to educators for many years. Migrant families with their children have by necessity shared the hardships of extreme poverty which are common to all low-income families. Their children have been separated from the life of the school because of their language and cultural differences and the employment requirement of frequent moving has intensified their alienation from society. Programs are being developed with the infor-mation that different companies and groups are giving to school officials, social workers and any other persons who are skilled. Large

grants of money have been made, and in all probability, will be made to pay for state educational programs for migrant children.

> Late in 1966 an amendment to Title I of the Elementary and Secondary Education Act of 1965 was passed by Congress to provide, on an allocation basis, separate funds for the education of 'Migratory Children of Migratory Farm Workers' . . . in order to qualify for these funds a state department of education must submit a state plan to the United States Office of Education for approval. The state agency will upon approval be the administrative agency for the program.[1]

A five-week workshop held at the University of Wyoming from July 19, 1967, through August 22, 1967, was a part of the Wyoming State Plan. The workshop for educating teachers to teach migrant children (Migrant Program, P.L. 89-10 as amended by P.L. 89-750) provided opportunity for understanding the background and culture of the migrant family. Included in the instruction at the workshop were consultations with many specialists in the field of migrant education and a field trip visiting several migrant schools in the Greeley, Colorado area. In addition to educating teachers to teach migrant children, the workshop produced this handbook which will be used as a guide for teachers employed to teach in Wyoming migrant schools during the summer of 1968.

Children eligible to participate in these programs are those who have moved with their families from one school district to another or from one state to another several times during the year in order that a parent or other member of the immediate family might secure employment in agricultural or related processing activities.

The scope of the program will include basic needs of these people in all areas depending upon the kinds of services available from public

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[1] Forum, April, 1967, p. 1.

or private sources in the communities which can be utilized to provide a broad and intense impact on the needs of each child.

Those who care realize that there is no time for gradualism. They are on the move toward realization of a program to help people help themselves out of a life of abject poverty, drudgery and suffering. To live as these migrants have had to in the wealthiest nation on earth is morally intolerable because it is not inevitable or necessary.

PHILOSOPHY

As members of the first Wyoming workshop for teachers of Migrant Children, we believe:

the suggested curriculum for the migrant child in Wyoming should be structured to a greater degree around the problems of the learner than is advocated for the regular classroom.

A teacher who loves all children and has a vital concern for them, regardless of their ethnic background or individual differences, and who recognizes that each child can make a unique contribution to our society, will be the prime determinant of the ultimate success of this program.

CHAPTER II

THE MEXICAN-AMERICAN MIGRANT

PARENTS OF MIGRANT CHILDREN

How the children and their parents feel about school makes a great difference in the effectiveness of the school in meeting their needs. Establishing rapport between teacher child, and parent is the first important step in the process of teaching. School personnel should be familiar with the children and their parents. To the extent that one understands another's frame of reference, his behavior will become more understandable. A sincere, friendly, and informal introduction, a natural conversational approach, a sympathetic understanding, a helpful attitude toward their problems, and an invitation to visit the school and contact the teacher whenever necessary are good methods in approaching parents.

Contacts with parents to get cooperation and support are important for increasing enrollment in school and for helping children as well as parents adjust to school once they are there. Each area setting up a

summer school program should have a contact person who can establish rapport with the migrant families. Communities should try to find a woman with a Spanish-American background as a contact person who has lived in the community for some time who can speak Spanish fluently and who has exhibited some leadership qualities for this position. Contacts should be made by visits to the homes and to camps where the migrants live. Letters of welcome and informal notes written in both English and Spanish sent to the parents with the children may be effective. These should be written in both Spanish and English as some parents cannot read English. Meetings can be arranged with the assistance of ministers, priests, employment recruiters from the sugar companies and camp managers. From home visits one can determine causes for absences, become acquainted with the rest of the family, learn of home conditions, and offer help, if needed.

Sincerely welcome parents into the school; let them know that they are important and that their help is needed. Also, make contacts with parents on a total basis, not just when their child is in trouble. Most important, recognize that not coming to school does not indicate a lack of interest on the part of parents. They may be afraid and feel that their lack of education will put them at too great a disadvantage with school personnel. They may feel that the school is part of an alien culture which rejects them. They may be exhausted, physically and emotionally.

The teachers should have friendly interest in the culture of the Mexican-American and respect for the members of this group. We can help the child to have pride in his own language and in his cultural heritage. Too often, students have been made to choose between school and home

values so that if they accept one they must reject the other. Anglo values can be introduced without being imposed upon the children or their families. The most important information that a teacher can have about a child is how he feels about himself, his friends, his teachers and school.

TEACHER OF THE MIGRANT CHILD

Mexican-Americans are attached to their traditions, religions, and customs. The father is head of the family and he is the central figure of authority. When the father is absent, the oldest boy, uncle, grandfather or grandmother is head of the house. The woman's place is in the home and her role is concerned with motherhood and care of others.

The cultural tradition regulates the people. Children are taught not to push themselves forward and therefore appear to be shy. Also, because they have a different time perspective than that of Anglo-Americans they are often thought of as being lazy. They do not plan ahead but live day by day. Mexican-Americans are good workers when they see a reason to work. These people are also extremely courteous.

The teacher of migrant children should make a sincere effort to become educated to the needs of these children, help eliminate fear of failure, learn about and understand their backgrounds, have empathy instead of apathy, be compassionate, and have a geniune love for them.

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2. Sizemore, Mamie, The Bilingual Child. Tempe, Arizona: The Department of Educational Services, 1965, pp. 5-7.

3. Sutton, Elizabeth, Knowing and Teaching the Migrant Child, National Education Association, 1960.

CHAPTER III

ADMINISTRATION AND ORGANIZATION

A free public school education is the inherent right of all American citizens. The state of Wyoming recognizes this and is extending the opportunity to receive this education to the children of migrant agricultural workers.

Because these children are in Wyoming only during a portion of the growing season, the migrant schools will be conducted during the summer months, or what is normally considered vacation time for our own school children.

With the permission of school boards, public school facilities can be utilized during this vacation time for school programs for the migrant children.

Public Relations

The key to the success of any school program is the effort put forth by the teacher and the degree to which the teacher is able to

communicate with the pupil and to establish rapport with him. But before this can be achieved, the community must know something about the school program for migrant children and accept it.

This involves the dissemination of information to the public months before the migrant school is opened. Some suggested means of doing this are:

1. Meet with the local P.T.A.
2. Meet with the local civic groups such as Lions, Kiawanis, etc.
3. Meet with local professional teachers' groups
4. Get articles in the local paper concerning the migrant school
5. Obtain radio and television time.

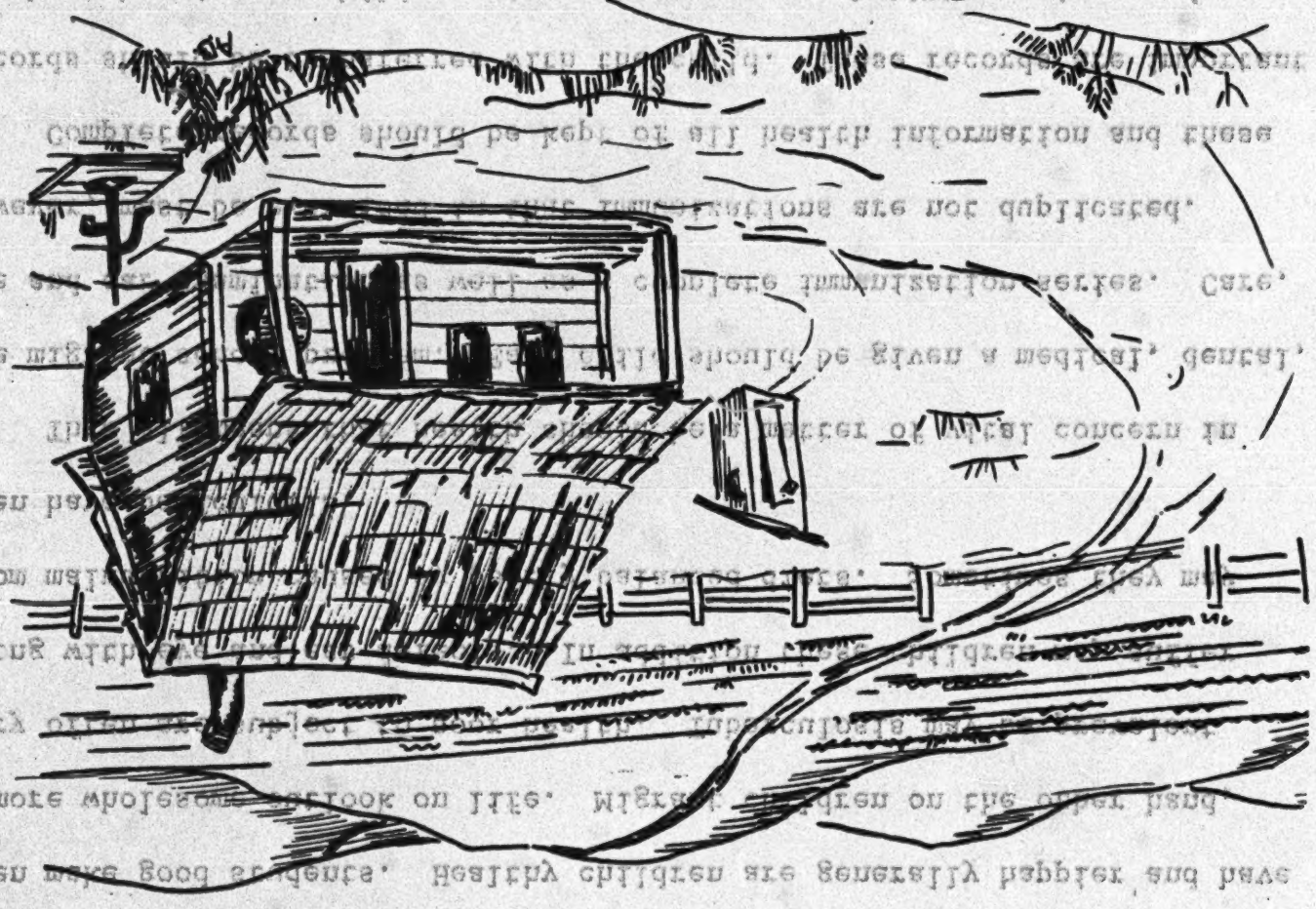
When meeting with people and explaining the program, the need for the migrant school should be clearly pointed out, so that the public understands why the school is being conducted.

The chances of success for the migrant school will be greatly enhanced, if there has been a thorough public relations program and the people are well informed.

CONTACTING PERSONNEL

Not only will it be necessary to inform the public, but contact must also be made with the migrant families as they arrive. These families must be informed about the school: what it offers, what must be done to enroll the children, and general information about the school.

The best way to accomplish this is to appoint someone specifically for this purpose. This contact person should be employed some time before the school starts. He or she should help with the public relations program in the community as well as getting parents of migrant children



interested in sending their children to school. This contact person should be bilingual, that is, be able to speak Spanish as well as English and preferably a person with a Spanish-American background.

The contact person is the key person and should be kept on during the school term in order to maintain contact with the parents and to establish contact with new families moving in.

The contact person should acquire from the home, information about the children which will be helpful to the teachers. (see Appendix for forms)

HEALTH SERVICES

Probably no one will disagree with the statement that healthy children make good students. Healthy children are generally happier and have a more wholesome outlook on life. Migrant children on the other hand, very often are subject to poor health. Tuberculosis may be prevalent along with eye and ear defects. In addition these children may suffer from malnutrition caused by poorly balanced diets. Sometimes they may even have pediculosis.

This all means that health should be a matter of vital concern in the migrant school program. Each child should be given a medical, dental, eye and ear examination as well as a complete immunization series. Care, however, must be exercised in that immunizations are not duplicated.

Complete records should be kept of all health information and these records should be transferred with the child. These records are important so that the migrant child receives the necessary health services. (see Appendix for record forms)

Qualified people should be employed to give these services such as a medical doctor, dentist, registered nurse, etc.

SCHEDULING

Efficient scheduling of the migrant pupil's activities during the day will help to provide a successful program. A balance should be maintained between academic activities and recreation activities. Good scheduling will also help teachers to work more effectively.

Following is a suggested schedule for one day based on the experience of teachers and administrators of migrant schools in other states:

8:00 a.m.	Arrival at school
8:15 a.m.	Breakfast
9:00 a.m.	Language arts--reading, English, and spelling
10:00 a.m.	Play time
10:45 a.m.	Social studies--this could be correlated with reading and art and alternated with science
12:00 a.m.	Lunch
12:45 a.m.	Nap time and play time for younger children
1:00 p.m.	Mathematics
1:30 p.m.	Physical education--this is an important part of the program, and the part that will undoubtedly provide much of the motivation for the children. It should include swimming, if swimming facilities are available, gymnastics and games which help to develop muscular coordination. Also the children should be allowed to become involved in some competitive sports of a simple nature. Taking showers is also an important part of the program.

ATTENDANCE

The first educational problem of the migrant child and the local community is getting that child enrolled in school and then keeping him in regular attendance. A personal visit is the most effective method to persuade the child to attend the special summer session. The home contact

person who speaks Spanish or who is accompanied by a Spanish-speaking aide is hired for this particular purpose. Preferably visits are made in the evening when all the family is at home. The family is told what the school has to offer and the children are urged to attend, especially those 6 through 14 years of age.

It is important to call the attention of employers of agricultural migrants to the basic economic, social and moral issue involved in the educational opportunities for migrant children. Then their help can be solicited in getting locations of migrant homes and in giving encouragement to migrant parents in sending their children to school. A map of the local area is an excellent device to pinpoint these home locations of the migrant children. This information is necessary when planning bus routes.

Though mechanization has decreased the number of migrant workers, the child labor law has drastically reduced child labor in fields and has correspondingly increased school attendance.

Because of the continual flow of the migrant stream, there is considerable speculation and guesswork concerning the attendance of the migrant child. In a survey of all states affected, an average attendance of 50 per cent has been reported. In some Colorado schools the percentages of attendance ranged from 87.6 per cent to 92.2 per cent. This is comparable to the percentage during the same school's regular term. Furthermore, a good number of their migrant children who return to the same school each summer have received five year perfect attendance awards.

Reasons for irregular attendance varies from state to state but all include the following in their lists:

1. The child's earnings are needed to help support the family.

2. The child lacks necessary clothing.
3. The child was needed to care for younger members of the family or to help with work in the home.
4. Parents and children have a negative attitude in regard to education.
5. The migrant lacks acceptance in the community.

Suggestions to overcome the above reasons are:

1. Longer school days, more recreation, less concentrated academic work with breakfast and afternoon snacks included in the lunch program.
2. Provision of clothing through solicitations of local organizations.
3. Day care centers for younger members of the family, perhaps through federal programs.
4. Showing the parents and child that education will be necessary if the child is to take his rightful place in this country, e.g. There is less demand for unskilled labor as machines are replacing these laborers.

The agricultural migrants are in an area only a short time, therefore it is easy to minimize the importance of school attendance and to have a "do nothing" approach. In view of this, it is a state, local, and individual responsibility.

SCHOOL TRANSPORTATION

Bus routes and lengths will be determined by the location of the migrant child. Bus service is both necessary and desirable since it serves as an encouragement to enter and remain in school.

Bus drivers must be licensed chauffeurs and must pass the regular physical examiniation. They should understand these children and be interested in them. This is an excellent opportunity to teach group conduct. A competent Spanish-speaking aide or teacher who speaks Spanish should ride with each bus, especially at the beginning, and assist in the group learning process.

RECORDS

Keeping and transferring records on the children in migrant schools is one of the most difficult tasks the migrant school officials will encounter. Following are three problems that make record-keeping difficult.

1. The families whose children attend migrant schools are so mobile that they often move to several different communities during a season, and in some cases, to different states. They often leave without taking any school records with them.
2. The migrants often keep the cards and records or alter them, making the records useless. The cards should represent an important possession to the migrant children and their families; something they wish to keep and cherish. Often those who alter the cards do so in an attempt to advance themselves in school and be placed on a higher level.
3. Records in the past have not been available for many of the migrant children. Some of them may not have attended any schools during the year, or their attendance was very brief.

Some states have made considerable progress in the area of record-keeping, namely Colorado and Texas (see Appendix for record forms

produced by the Colorado State Department of Education.)

Although the keeping of records and the transfer of records necessitates much work and time, it is nevertheless a vital part of the migrant school program. Records enable the school officials to record the pupil's progress, interests, abilities, and handicaps, thus saving time and making placement less difficult.

The Texas migrant schools are beginning to employ a withdrawal slip for transfer and interschool communication. (see Appendix for sample) The withdrawal slip is retained by the pupil, but is designed in such a way that each succeeding school that the pupil is in can indicate information such as attendance, health information, grades, and other personal information.

HOT LUNCH PROGRAM

"We can see a great improvement in these children in only two weeks." This was a statement made by a cook at East Memorial School at Greeley, Colorado.

The hot lunch program for migrant children should be given special time and consideration. The success of these children will not only depend upon the teacher and school but also upon their physical condition and physical health. In the midst of abundance it is possible to suffer from malnutrition. To supply the nutrients the body requires, a child must eat a variety of foods that contain proper amounts of all the basic foods.

Studies indicate that one American family in ten does not provide a balanced diet for its children and the ratio is higher for the migrant worker. This does not mean that insufficient calories are supplied.

These are usually over abundant. The problem in these low-income families is that too many of the calories are derived from fats. Protein content in the diet is sometimes lower than desirable, especially in low-income families. This complicates a difficult situation because protein foods generally supply vitamins and minerals in good quantity. Other dietary necessities that are found low in poor-diet families are: calcium, iron, vitamin A, vitamin B, complex and vitamin C.

A general guide to good nutrition is provided by the Council on Foods and Nutrition of the American Medical Association. It recommends certain amounts from four basic food groups--dairy foods, meats, vegetables and fruits, bread and cerals. Carefully followed, its suggestions for good eating should provide all the things needed for healthy living and learning for the migrant child.

Food Group	Food in Group	Daily Requirement
Milk group	Milk, butter, cheese, ice cream	4 glasses or their equivalent
Meat group	Meats, poultry, eggs, dry beans, nuts	2 or more servings
Vegetable-fruit	Dark green and yellow vegetables, citrus fruits, tomatoes	4 or more servings
Bread-cereal	Bread, cerals, crackers, spaghetti	4 or more servings
Calcium	Milk, fruits, vegetables, cereal grains, meat & fish	
Iron	Liver, oysters, dried fruits	
Vitamin A	Milk, egg yolk, beef liver, fish oil	
Vitamin B	Milk, pork, liver, eggs, vegetables and fruit, whole wheat	

Food Group	Food in Group	Daily Requirement
Vitamin C	Tomatoes, citrus fruits	

EVALUATION

In working with the migrant child the teacher must begin at the level of the pupil and lead him forward as rapidly as he is capable of progressing.

A child is usually placed in a particular grade or group corresponding to his chronological age, physical maturity, and social maturity. If any records are available, they are also used. After the child is in the classroom, conferences and observations may be used to evaluate the child. If any tests are given, they are usually specifically prepared and are kept informal.

Most of the standardized tests that are in use today are not fair tests for the migrant child. They are keyed to the average Anglo-American child and thus do not take into consideration the culture of the migrant. For this reason a potential leader from the migrant group may be discouraged early in life (through over testing) and become a drop-out creating a great loss to society.

Informal Tests

Informal tests can be given to determine the reading level of a child. Two simple tests that can be administered quickly are:

1. Vocabulary test--select a list of twenty words from a set of readers on each grade level. Place the child in a reader one grade below the list from which he did not miss more than five words.

2. Reading test--select a reader from the desired grade level. Have a child read orally. He should be able to read comfortably at the level at which he does not miss more than five words per page.

Commercial Tests

1. Slosson Oral Reading Test SORT, 1963. One of the better prepared tests for evaluating a child's reading level is the Slosson Oral Reading Test, which takes about three minutes to give and to score. This test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. It can be purchased from Slosson Education Publications, 140 Pine Street, East Aurora, New York, N.Y.
2. Classroom Reading Inventory by Nicholas J. Silvaroli, 1965. Nicholas J. Silvaroli at the College of Education Reading Center, Arizona State University, Tempe, Arizona, has developed the Classroom Reading Inventory which is a diagnostic tool to be used by elementary teachers (grades 2 through 8). The inventory is composed of two main parts: graded word lists and graded oral paragraphs. A graded spelling survey is also included in part III. This inventory provides the teacher with information concerning the child's independent, instructional frustration and hearing capacity reading level. It can be ordered from Wm. C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa 52003.
3. Let's Look at Children -- These materials are appropriate for both assessment and instruction and are designed to help teachers of young children to better assess and foster their intellectual development. Let's Look at Children contains a set of interrelated

materials that will help in the day-by-day process of detecting, understanding and fostering the intellectual development of all young children. For information write to Educational Testing Service, 1947 Center Street, Berkeley, California, 94704.

4. The Botel Reading Inventory Tests -- These tests help the teacher to quickly estimate the reading level of children. They can be used to get the following three reading levels of a child. (1) The instructional level at which a child can, with the teacher's guidance, work effectively. (2) The frustration level at which the child cannot read profitably, even with teacher help. (3) The free reading level at which the child can read easily, without teacher help. The tests have the following parts: word recognition, word opposites, part A reading and part B listening and phonics. These tests can help the teacher in meeting the needs of individual children. Write to Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois, 60607.

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CHAPTER IV

GUIDELINES TO CONSIDER FOR TEACHING THE MIGRANT CHILD

Planned motivation methods are highly desirable as a means of creating interest as well as effort. It would be well to remember that it takes longer to motivate some of the culturally deprived; therefore, testing doesn't always measure intelligence correctly or accurately. The same children may appear to have a negative attitude but really have great potential.

When a migrant child enters schools set up by people in our culture, he will encounter demands and potential frustrations new to him. He may adapt to school routine easily or because of inability to communicate, he may act resentful and resist demands.

What a migrant child learns is a personal thing; the teaching must be directed toward this learning. An example would be to teach "the" and "my." "The boat" wouldn't have as much meaning as "my boat." However, motivation of the disadvantaged requires a different approach than is effective with the "average" child. Some specific guidelines follow.

Learning to learn is a far more basic type of learning than merely coaching the children on academic learning. It includes:

1. Motivating the child to find pleasure in learning
2. Developing the child's ability to attend to others and to engage in purposive actions
3. Training the child to delay the gratification of desires and

wishes and to work for rewards and goals which are in the future

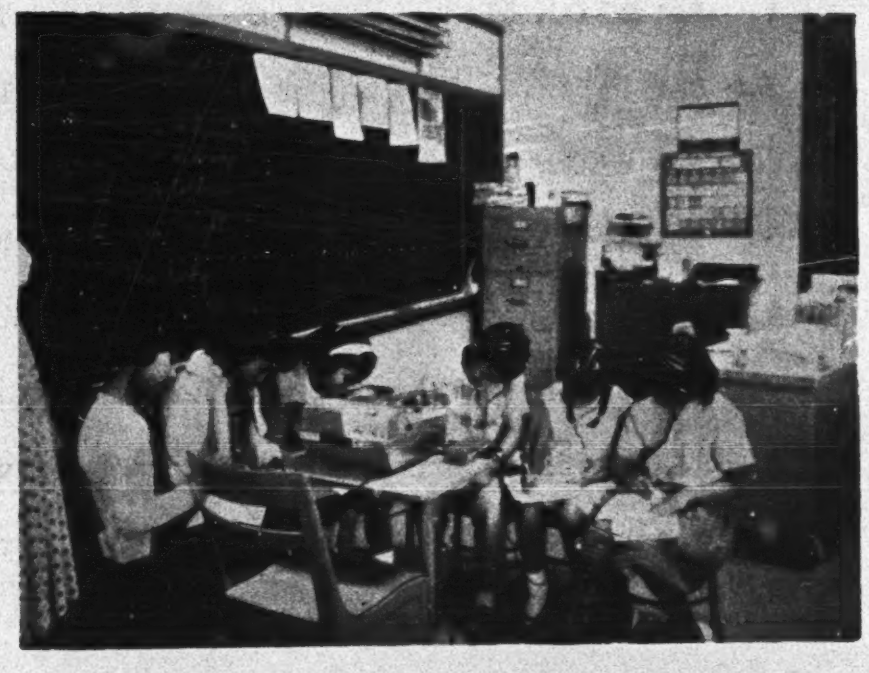
4. Developing the child's view of adults as sources of information and ideas; also as sources of approval and reward.

Through such development the child changes his self-expectations and expectations of others.

<u>To Have Pride and Want to Learn</u> a child

1. Must be successful
2. Must respect himself
3. Must realize he can and is doing worthwhile things
4. Needs to see and talk about his reflection in a mirror, himself in school pictures; and to hear himself on the tape recorder
5. Needs to be encouraged to think better of himself.

<u>To Help the Child Take an Interest in the World about Him</u>



1. A teacher must constantly strive to show the child that the school has a meaningful connection with his life
2. Learning must not seem like learning, and the child must meet success often or learn from what seems like failures

3. A teacher must use representative and concrete materials; take problems from the child's own life to lead into the abstract learning
4. All reading material must be real, close and relevant. The stories must involve real emotions, real people, and real conflicts.
5. The children must work in an ungraded atmosphere to move on and upward when they are ready.
6. The children must be taught to use their free time to better their world by learning about other and better things, not just to survive and hang around
7. The children need to become aware of opportunities to meet their needs, not to be passive and let opportunity pass by.

<u>To Help the Child Assume Responsibilities</u>

1. Establish clear, necessary rules and insist they are obeyed
2. Set definite limits. Be sure the child understands the reasons and stays within the limits
3. Insist on neatness and order in all phases of school life
4. Teach manners, respect for people and property, and make the child responsible for his own actions
5. Teach self-control and the idea of giving--not always receiving
6. Teach and instill that we must pay for worthwhile things if we want to feel free and happy
7. Arouse aspirations which are within their reach and can alter their lives constructively.

All of any of the means of motivation may set the stage for an appreciation of education. Above all, the child must not be made to feel a sense of shame or degradation. In meeting the special basic needs for each child, we thwart confusion and frustration, gain the child's trust and confidence thus changing his outlook on life, his concept of himself and his future. He will want to learn. The child's new picture of himself will determine to a great extent his success in life and his effort to contribute to society.

Migrant children are curious and interested in new and unusual things. They want to know about audio-visual aids like the camera and the tape recorder. The children like art and do well. They can make papier-mache animals, put pictures of wild animals in cages, make large things as well as other projects.

The children everywhere say their favorite activity is swimming. Swimming is an activity where interest is created. At first there is a fear of the unknown and it takes persuasion to get them into the water. After that it is hard to keep them out.

The problem of getting the older migrant children into the schools can be met in several ways: organize 4H Clubs; have a craft program as leather craft, basketweaving, metal craft, ceramics or wood work; have organized games and team games or have musical activities. These things would aid in getting the child to school. He would do the academic work in order to participate in the interest activities.

Success is a key word in this program; success by the child in many ways. To keep the older children in school means that they must have many successful experiences. Because so many times school means "work,"

the work must be kept on a high interest level with the child succeeding over and over again.

There are about two million migrant workers in the United States. Of this amount there are many who come to Wyoming. In order to understand how to help these children in the most effective way during a six to eight weeks term of school we need to understand what will be the most effective methods to use.

Many agricultural migrant laborers are restricted to manual field work because of their rural-cultural background and the limitations of general and vocational education. Preparation in general education and in vocational skills are requisites to living in the present and future society.

One of the aspirations of our society is a fully developed selfhood. Our educational system should be organized with this purpose in mind in order to promote the total growth of every individual.

An adequate educational opportunity is the main objective of a migrant education program. These opportunities must be offered to the migrant child wherever he happens to be. This, therefore, is the objective of the migrant school, and the tenet under which all of those in the program must work.

When working with migrant children there are some basic rules to follow in order to establish rapport. One must make allowances for the fact that these children are subject to ideas and beliefs in the home that cannot and should not be ridiculed. The first rule is not to try to "anglicize" them. Make room for their culture at the same time newer and more modern ideas on many subjects are being presented.

Mrs. Hilma Carroll, who works with Latin American children in Texas, gave a number of rules for those who will be working with migrant children. One must never give a Mexican-American child the number "41." In their language this is something insulting, and can result in a direct withdrawal, even anger and retaliation. It is also a mistake to put a hand on the head of a child and look at him intently. This puts a "hex" on the child. Mrs. Carroll said that it is a wise thing not to touch a Mexican-American child when angry or attempting to enforce some kind of discipline. Once he has been touched he is free to use force against the teacher. The teacher can be close without the child being free to use physical defense.

Mexican-American children are imaginative and like to draw. They appreciate any help they can get on how to live better, buy food more wisely, use better table manners or other social graces. Although they are imaginative they do not like fairy tales but prefer the here and now. Fatalism is deeply ingrained in these people and is hard to combat.

These children are highly emotional and sensitive. They are extremely shy--so much so that in some cases they will foul themselves before being able to ask for permission to leave the room.

Be careful with the use of idioms. There are many things we can say which can be misconstrued. The subject of colors is another thing to watch. Colors mean something special to Mexican-Americans. It is recommended that the bright colors be used.

Empathy is a quality that must be developed in order to be effective. They are exceedingly sensitive and will quickly recognize a superior feeling. Make the child feel welcome and worthy, and do not

put a ceiling on learning. Learning is killed effectively by deciding that only so much can be done so why try for more. Provide many learning situations to foster learning and develop leadership. Watch for values. So many groups have different values that when our values are imposed on them as the only ones worthwhile, we destroy something in our rapport with them.

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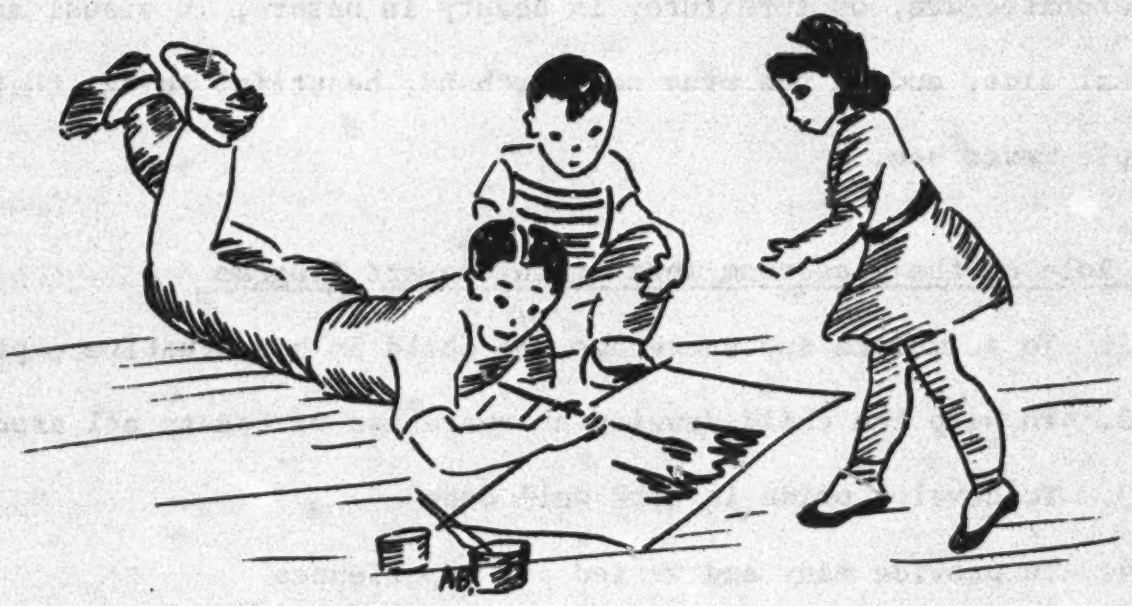
CHAPTER V

CURRICULUM

ART



Philosophy and Purposes

Art is a product of creative human effort. It involves a process of coordinate seeing, feeling, thinking, and acting; of imagination and perception. It should be satisfying to the creator.

Art education is a process of learning through study and action. It should be a dynamic force in the curriculum.

A good art program should offer a wide variety of experiences, media and materials rather than being confined to pencils and crayons.

Procedure

It should be foremost in the teacher's mind that the Mexican-American or Indian-American child has an ancient heritage of art at

his finger tips. He may not have had an opportunity to express it with art materials such as are commonly found in Anglo classrooms so he will have to be taught how to use the various media and not overwhelmed by too much at once.

Since the migrant child has not had an opportunity to see art in all its forms, attention should be given to design on cloth materials, in architecture, on furniture, in beauty in nature, in visual and audio-visual aids, and in the many near at hand, beautiful things that many people never see.

The Role of the Classroom Teacher in the Art Program

1. To stimulate and encourage the child in his creative expression
2. To help the child develop an awareness of beauty all around him
3. To develop pride in work well done
4. To provide many and varied art experiences
5. To demonstrate the correct and most efficient way of using tools and equipment
6. To teach the child to be tolerant and to appreciate the efforts of others
7. To display the work of every child not only a talented few
8. To include appreciation of art through the ages
9. To explain the creative value of an art experience to the parent of the child or the community.

Art in Relation to Other Curriculum Areas

The nature of art is such that it permeates all areas of life itself. It may be a free time activity, or may be perfectly correlated anywhere in the rest of the curriculum.

Color, texture, pattern, form or line will find their way into other subjects such as mathematics, sciences, social studies, music, health, and especially language arts. To include the visual, kinesthetic, and tactile experiences of art will reinforce information in any learning situation.

Creative Art versus Patterns

Creative art should allow freedom of expression and a full play of imagination for the child. The teacher's part should be one of guidance.

Many types of testing materials used today make use of tracings and patterns for determining certain results. There are programs for motor skills development that incorporate the use of patterns to achieve certain goals.

These two programs are entirely separate. Their purposes are nearly opposite. They both have their place in the total school program, but one should never be used to replace the other.

Summary

1. Art is personal
2. The art program must be flexible
3. Art contributes to the total personality of the child
4. The teacher is important. He encourages and helps.

Suggested Projects

The basic structure of an art program should include the use of line, texture, pattern, color, shape, form, and space.

The following are activities and media:

Design
Illustration
Pencil
Crayon
Chalk
Charcoal
Paint--tempera, water color, string, sponge painting, oil
Drawing--finqure drawing, animal nature, landscape, still life
Ink
Print Making--potato, wood block
Papier Mache
Finger painting
Lettering
Paper, scissors, paste
Paper sculpturing
Posters
Collage
Room decoration
Murals
Modeling--clay, oil base clay, sawdust, flour, salt
Mobiles
Puppets
Stitchery--weaving

Additions for older children

Sculpture
Carving
Craft materials
Wood working
Stage design
Linoleum block printing
Ceramics
Metal work
Commercial art and advertising

Recipes

1. Sawdust dough (modeling material)--two parts sawdust (sifted), one part wheat paste or flour, one part water
2. Salt and flour (modeling material)--two parts flour, one part salt, small amount of water
3. Finger paint--add powder paint (tempera) to liquid starch
4. Cornstarch paint--two large tablespoons of cornstarch wet in one fourth cup cold water. Pour into one pint of boiling water. Add one tablespoon soap flakes. Color with tempera paint.

Film List

1. Children are Creative. Obtain from Brigham Young University, Provo, Utah, 84601.
2. Exploring in Paint. Obtain from the University of Colorado, Boulder, Colorado, 80302.

3. Many Worlds of Art. Obtain from Brigham Young University, Provo, Utah, 84601.

4. National Gallery of Art. Obtain from the University of Wyoming, Laramie, Wyoming, 82070.

5. Painting: Learning to Use Your Brush. Obtain from the University of Colorado, Boulder, Colorado, 80302.

6. Painting: Mixing Color. Obtain from the University of Utah, Salt Lake City, Utah, 84110.

7. What is Art? Obtain from Brigham Young University, Provo, Utah, 84601.

Free Film: Arts and Crafts of the Southwest Indians. Obtain from Santa Fe Film Bureau, 408 Santa Fe Building, Amarillo, Texas, 79101.

HEALTH AND SAFETY

Learning must be related to life as the migrant child knows it if it is to affect and improve his way of living. If bath water must be carried from a pump or faucet located far from the small migrant house, heated in tubs on top of the stove

and there are a large number of children to bathe in one crowded room, it is useless to teach migrant children that they must have a warm tub bath every day. But teaching them to take sponge baths is important. Also, teaching that taking showers before going into a school swimming pool and after coming out of it, provide a way to keeping the body clean.

The more teachers know about actual living conditions and the health and safety problems in their own area, the more useful will be the school experiences they plan for the children they teach. Talks by public health nurses, ministers, social and child welfare workers in the community will supplement the teacher's sometimes limited experiences and suggest ideas for more effective teaching.

Following are some of the most urgent needs for instruction of children in migrant communities:

A. Dental Health

This is one of the unmet problems of the migrant child. Prevalence of cavities is often caused by poor nutrition, by lack of daily care of the teeth, and failure to see a dentist at regular intervals.

Suggested concepts to be taught about good dental health are:

1. Brushing teeth correctly; caring for toothbrushes; ways of cleaning teeth when one has no toothpaste or brush.
2. Importance of reducing sweets by substituting other foods.
3. Value of rinsing the mouth or cleaning teeth after eating.
4. Learn how decay starts through study of structure of teeth.
5. Services offered by dentists and how to arrange for them.

B. Nutrition

Many migrant schools provide a breakfast, good noon lunch, and

a snack before the children return home in the evening. This is one of the most important contributions made to their health. The following should be taught in school:

1. Importance of a well-balanced diet to good health and how to select and plan a diet. (Use magazine pictures to talk about food; let children group the pictures in categories--meats together, fruits together, etc., then place them into groups showing a well-balanced meal. Make a scrap book of meals, etc.)
2. Desirability of a wide variety of foods in the diet, and a chance to learn to like new foods. (Write or tell story about a favorite food. Tell about a new food to try)
3. Importance of cleanliness in the care and preparation of foods; how to take care of garbage safely; dangers resulting from poor sanitation practices
4. Importance of vegetables, fruit and milk in a good diet. (Use of powdered milk if fresh milk is not available.)

C. Care of Eyes

This area is often neglected in the life of the migrant. These points should be emphasized in school:

1. Proper care of the eyes
2. Importance of proper light for close work
3. Effect of constant eye strain; importance of wearing glasses when one needs them.

D. Rest

This can be a real problem in the crowded quarters of the migrants where it is common for many to sleep in one room and several may sleep in

one bed. The following should be included in the school program:

1. The need for reasonable sleeping time with different requirements for different ages
2. Need for family to plan together to see that younger family members get enough rest; the value of planning quiet activities before bedtime.

E. Safety

Wood, coal, oil, gasoline and butane stoves are often used in migrant homes for cooking and for heating. In such close quarters the danger of burns and fires is acute. Migrant housing yards may be littered with broken glass and pieces of old metal, and children may play barefooted. Children find dump areas and irrigation ditches inviting for play. Irrigation ditches offer hazards, both from danger of drownings and from cuts because of the refuse thrown into them. When parents take their children with them to the fields where they work, accidents can occur from farm machinery. The following safety lessons should be taught in the schools:

1. Precautions against burns; how to treat burns; how to prevent and put out fires; what to do if clothing catches on fire
2. Precautions in playing around broken glass and metal; how to take care of cuts and scratches
3. Dangers in playing around irrigation ditches and dump yards
4. Dangers in playing near farm machinery
5. Safety precautions to take in crossing roads and streets, and walking along them
6. How to protect small children of the family by putting barriers

around stoves, and enclosures around yards.

7. What to do in case of an accident.
8. Importance of safe drinking water; how water can be sent for purity tests to the State Chemistry Laboratory, University of Wyoming, Laramie, Wyoming or the State Department of Public Health, State Office Building, Cheyenne, Wyoming.

Provide Practice at School

Activities are far more effective than talk in developing habits of safe and healthful living. Whenever possible, provide practice in habits you wish to develop. Clean faces and hands and tidy hair care can be encouraged if a mirror is by the sink. After telling children they need to wash their hands allow plenty of time for them to do it. Be sure they use soap and dry hands properly. Teach them to wash their hands after toilet use and before they eat. Allow rest time in lower grades. Each child should have his own mat. Teach them to use toilets properly and to flush them after use. See that the school room has good lighting and ventilation. Give attention to safety in use of school equipment.

UNIT ON CLEANLINESS

A. Objectives:

1. To give understanding of why personal cleanliness is necessary.
2. To teach how germs are enemies of good health; where and how germs grow and spread.
3. How to wash hands correctly; clean fingernails, and why this is necessary.
4. To teach why shampoos and baths are essential; teach use of deodorant.

B. Activities:

1. Many class discussions of why germs are dangerous.
2. Let children touch sugar culture plates and use microscope to observe growth of germs over two or three days. Emphasize that germs are everywhere.
3. Show films on how germs are spread; how colds are caught, etc.
4. Teach how house fly can carry germs; need to keep flies off foods ready to be eaten. Look at legs of fly under a microscope.
5. Teach how hands pick up dirt and germs; why wash with soap; how to wash with minimum supply of water by having someone pour the water over the hands.
6. Teach reasons for bathing (wash off dirt, control germs, and control perspiration). Teach use of deodorant to control body odor. A deodorant can be made by baking soda and water.
7. Discuss hair care, neat, attractive appearance. To keep germs or pediculosis from spreading each must have his own comb. Teach how to wash hair in a shower and also in a basin.

UNIT ON SAFETY

A. Objectives:

1. To build in the child a feeling of responsibility for his own safety.
2. Build in child sense of responsibility for younger children in his care.
3. Educate to cut down on incidence of accidental injuries which occur because children and their families are carelessly

unaware of the dangerous aspects of their environment.

4. Teach the child what he can do to make his environment safe.

B. Activities:

1. Discuss dangers in own yard and home. Help children to know what they should check for dangers.
2. Discuss dangers they will find around irrigation ditches.
3. Lead children to decide to eliminate dangers. Build check list with them that they can use to check where they live.
4. Play safety games such as practice crossing a street or road correctly. Show how to take care of a scratch or small cut on the hand. Show films on safety.

LANGUAGE ARTS

Developing Communication

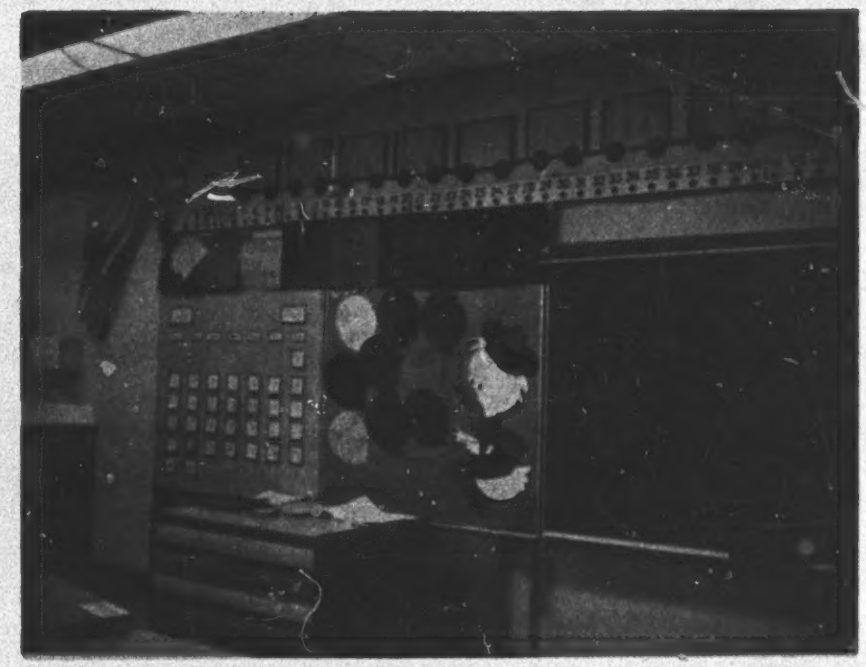
A migrant child will develop skills in communication in the same sequence as does any other child. This sequence is listening, speaking, reading, and writing. The migrant child may never become proficient in reading and writing both languages, but probably will read and write the English language best because of the schools which he will attend.

Once the migrant child begins to develop skill in speaking as well as listening, he will be able to make his needs known, secure information, learn more about his environment, and maintain better communication with family and friends. Because of his ability to communicate in an effective manner he will develop a feeling of assurance, self-confidence and a more positive self-image.

The background of the migrant child may have handicapped him in his speech development. He will come into a school where English is spoken and taught as a second language. This child may be bilingual as he will speak neither Spanish or English well, but rather a hybrid language which has been referred to as "Spanglish or Tex-mex." His field of experiences may give him a very limited background from which to develop a vocabulary and perhaps his listening habits are very poor.

Poor physical health, malnutrition or physical defects of the ears and eyes may be contributing factors to a retarded language and speech development. His attention span may be very short since he may have been in many situations where there was excessive noise and confusion. He has learned to shut out noise. This situation may not have been conducive to developing a listening vocabulary which must precede the speaking vocabulary.

Language skills for all children are developed through rich and meaningful experiences in which a child may actively participate. The migrant child must have an opportunity in the school to be exposed to a variety of situations to which he will want to make an oral response



because there is a reason for responding. The classroom and physical setting should be structured so that it will provide the child with an interesting, informal, and familiar atmosphere with consideration being given to his cultural background. There should be many pictures, displays, materials, and visual aids which will arouse his curiosity and encourage him to communicate his interests. The school should be well lighted, well ventilated, free from too much outside interference and generally pleasing in appearance.

Rapport between the teacher and the child should be such that he is not afraid to attempt to express ideas, to ask questions, and to show respect for others by developing listening skills and courtesies. The child should feel no threat or fear of ridicule if his speech is hesitant, and unintelligible at first. He should always feel encouraged to try and be rewarded immediately for successful efforts.

Once the physical and psychological climate is established, the program needs to develop many situations in which the child can experience and explore new materials and concepts. These should be meaningful to the child and should provide him with motivation to talk, to try new words, and to communicate about those things in which he finds pleasure. Many field trips to the park, to stores, the fire station, post office,

industrial centers; recreation such as swimming, games and physical education activities should encourage the child to communicate orally. The classroom should offer science corners, museum tables, play corners, pets, pictures, books, and many materials which the child can touch, handle and explore. A wealth of impressions and information are gained through the senses of touch, taste, smell, sight and hearing. A variety of activities in all of these areas should be provided.

Suggested Activities

1. Guide the children into conversations about the immediate environment: things in the schoolroom, parts of the body, or articles of clothing. Let the children take a study trip and talk about the things they see.
2. Present a large picture containing several objects. The children may match objects in the picture with objects or small pictures.
3. Call attention to familiar sounds: ticking of clock, whistle of a train, crowing of a rooster, or sound of a truck.
4. Encourage discussion about pictures and books that the children use. To avoid confusion the context of the picture should be simple and in correct proportion.
5. Read or recite jingles and nursery rhymes, especially those emphasizing a particular sound, as "baa, baa, black sheep."
6. Play an echo game with verse and short stories. The entire group or individual children may be the echo. Listen carefully, especially in group work, to make sure that mispronunciations are not reinforced by repetition.

7. Gather a group of children's toys in a box. Have children close eyes as toys such as ball, truck, block, doll, etc., are passed out. Identify them and talk about them.
8. Put a number of different sized blocks in a box and have the child put these in order from large to small.
9. Have a box with several of each article as marbles, nails, tacks, toy soldiers, etc. Have a blindfolded child sort the box.
10. Provide opportunities for group or choral speaking. This is valuable in giving confidence, in freeing tension, and in permitting children to gain more fluent expression.

Children are more relaxed and at ease while doing things together. This is an excellent method of teaching the rhythm and inflection in American speech. Use short poems which have appeal to the children.

11. Present stories in which children may join with illustrative sounds or imitations. Example "Three Billy Goats Gruff" or "Three Pigs."
12. Pronounce series of words like "blue, bad, back, brown, pony," and ask children to indicate the work starting with a different sound.

13. Make sound booklets with a page for each consonant sound, and paste in pictures of many objects whose names begin with the sound of that page.
14. Make charts for a wall display with a key picture and word at the center and pictures of objects whose names start with the same sound arranged around the key picture. Use these charts in games and discussions.
15. Talk about and evaluate excursions or field trips, pictures, books, stories, interests, likes and dislikes. This may be done in a one-to-one relationship or in a small group situation.
16. Divide the class into small committees to make plans for an activity such as a party, a presentation for parents, class trip, clean-up activity, or preparation for an activity.
17. Play the game of "Where am I going?" The child will tell in simple directions the way to the library, the gym, drinking fountain, etc., and have the others guess where he is going.
18. Play the game of "Who are you?" Teacher or child can start by saying "my name is Miss Smith. Who are you?" The expected response is, "my name is Jose Martinez." He then taps another child on the arm and says, "my name is Jose Martinez. Who are you?" A number of variations can be made, for example: "I have a toy. It is a doll. What do you have?" Next child responds by saying he has a toy and naming it or by changing and saying "I have a pet. It is a dog," etc.
19. Whenever the child has succeeded in arts or crafts encourage him to tell about his work, how he did it or what he liked or didn't like about it.

20. Have the children take turns practicing introducing themselves to the teacher, visitors and new children. The child should use his full name, as "I am Mary Martinez." The other child responds by saying "Hello, Mary." or "How do you do, Mary."
21. Explain good manners to the children and demonstrate in the daily work with the children situations for use of such words as "please, thank you, excuse me, good morning, and good night." Practice language courtesies throughout the day whenever the occasion arises. Children learn by imitation, particularly if they respect and like the teacher.
22. Teach them to set a table with table settings and discuss simple table manners and how to pass food from one to the other. Practice conversation at the table.
23. Make bulletin boards or charts showing good manners. The children may be able to draw the pictures for these. Manners Can Be Fun by Munroe Leaf has some excellent illustrations which could be adapted.
24. Contact the telephone company for use of their telephone kit. Children may use can and string phones made in science class or toy telephones to practice telephone conversation and telephone manners. Teach them to use a telephone directory.
25. Work with puppet shows of favorite stories of the children. Stick or sack puppets are easy to handle. Have children give dialogue in their own words.
26. Have children re-tell stories which have been read to them, also give brief reports on projects.

27. Have the children act out characters from stories extemporaneously. Discuss speaking clearly, speaking with a voice that can be heard by everyone being addressed, using good posture, and the importance of looking at the audience.

28. Have pupils prepare and present short talks before the class about a hobby, an interest, a field trip or something relevant to them. Help them to organize a report, prepare a demonstration, and to answer questions. Have the class plan short plays. Use the tape recorder to record the speaking in the play and then have pupils evaluate and make constructive criticisms as how they could improve individual performance. Work on posture, voice control, enunciation, general personal appearance. Be sure that the children can understand and relate these factors to good communication.

29. Have a pupil relate an incident that he has experienced or witnessed. Have another pupil repeat the incident as presented by the first pupil. Use the discrepancies, if any, as the basis for teaching children to attempt to report accurately about the things they actually hear or see.

30. Play the game, gossip, whereby a message is shispered into the first pupil's ear, who in turn whispers it to the next and so on down the line. Then have the first and last people tell what they heard and compare what has happened in the transmission of the message around the circle.

31. Gather appropriate vegetables that have a distinctive odor and have children smell them. Examples: cabbage, onions, canteloupe, carrot, garlic.

32. Bring small containers of spices and seasonings such as cinnamon, nutmeg, pepper, mint, sage. First notice the difference in odor--then see if the child is able to identify with no clues.
33. Taste foods such as apple, orange, cherry, plum, and grapefruit. Talk about the different tastes, Do the same for a group of vegetables or for liquids such as water, milk, orange juice, tomato juice, etc.
34. Study objects closely to note shape, size, color and use.
35. Provide exercises to distinguish between colors and shapes. Compare objects to find out how they are different and how they are alike.

MATHEMATICS

The main purpose of mathematics in the summer program should be the enrichment and the practical aspect (telling time, making change, spending money, etc.). Some modern math could come in if desired since they have been exposed to this in the Texas curriculum.

> We must never lose sight of the fact that along with the facts, skills and understanding of arithmetic the child is also developing attitudes, habits of work, ideals, and standards for himself, which in the aggregate have the greater total impact on the child's development.[1]

Specific Essentials of the Mathematics Program

1. Promotes understanding and appreciation of language as a tool of thought by teaching the child techniques of rewarding stated problems.

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[1]J. Houston Banks, Learning and Teaching Arithmetic.

2. Utilizes a variety of concrete and semi-concrete objects such as counting frames, measuring devices, pegs, discs, play money, and number lines to clarify number concepts.
3. Utilizes varied activities in order to maintain interest and develop learnings--chalkboard activities, flannel-board activities, number patterns, number puzzles, number games, flash cards.

Judging Criteria for Suggested Enrichment Activities

1. The activity should appeal to the pupil. It should be interesting and suitable to the maturity of the group.
2. It should have definite social value. For example, it may develop consideration for others, encourage cooperation and the taking of turns, and provide satisfactory competition.
3. Rules for playing should be simple so that all the children can readily understand and follow them. Keeping score should not interfere with the progress of the game.
4. The game should involve most of the players most of the time. Children lose interest if they have to wait too long for a turn. Perhaps several groups, each formed according to ability, may play.
5. The game should have a purpose related to arithmetic, and using arithmetic should be essential to the play or to the scoring. It should not involve arithmetic beyond the child's understanding.[2]

Arithmetic Magic

1. Write any number you like. Multiply by 2, add 18, and then divide

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[2]George G. Hollister, Teaching Arithmetic in Grades I and II. D.C. Heath.

by 2. Now subtract the number you began with. The answer will always be 9.

16 x 2 = 32
32 + 18 = 50
50 ÷ 2 = 25
25 -16 = 9

2. Choose any number and multiply by 6, add 12 and divide by 2. Now subtract 6 and give the answer. Now I can tell you the original number. (Key: Divide answer by 3 to find original number.)

38 x 6 = 228
228 + 12 = 240
240 ÷ 2 = 120
120 - 6 = 114

Different Methods of Multiplying

1. Multiplying by numbers ending in zero, a child may be shown how to multiply by 99 very quickly. Multiply by 100 and then subtract the multiplicand: 99 x 22 equals 100 x 22 - 22 equals 2178.

2. Finding the product of certain two-place numbers; e.g., 62 and 68: If the sum of the digit is 10 (8 and 2), and if the ten's digits are alike (6 and 6), the correct answer may be found by multiplying 8 x 2 and writing down the product. Then raise either of the ten's digits by one, multiply by the other (7 x 6), and bring down that product.

62 8 + 2 equals 10
68 8 x 2 equals 16
4216 7 x 6 equals 42 (one 6 becomes 7)
Answer: 4216

How Are Your Nines?

The system of casting out 9's is widely used in Europe, and in most European countries it is used as a base upon which the whole structure of computational mathematics is erected.

This operation is based upon the observation that if the digits of any number are added together, and the digits of any number resulting from this operation are given the same treatment until the final total of digits is less than nine, the result will be the same as the remainder obtained when the original number is divided by nine. The only catch is that when the final total of digits is 9, it is necessary to write zero instead of nine.

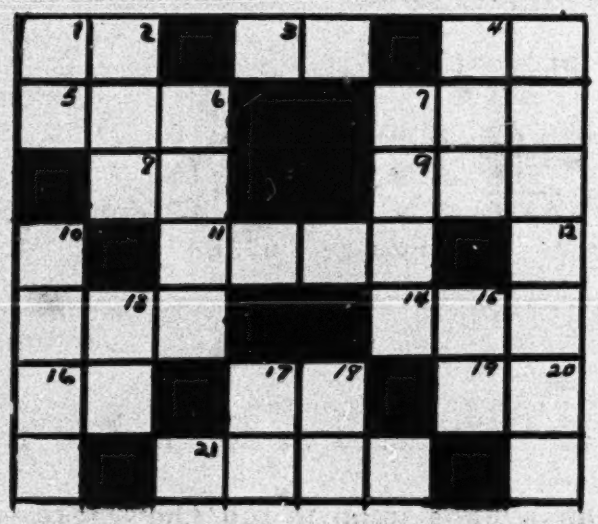
Procedure and method: Addition problem

8356	8 + 3 + 5 + 6 = 22	Excess of 9:	4	Add the excesses
1741	1 + 7 + 4 + 1 = 13		4	and cast out 9
2653	2 + 6 + 5 + 3 = 16		7	7 + 4 + 7 + 1 = 16
4861	4 + 8 + 6 + 1 = 19		1	-9
17611	1 + 7 + 6 + 1 + 1 = 16		7	7

Procedure and Method: Subtraction problem

83014	8 + 3 + 0 + 1 + 4 = 16	Excess of 9: Add the excess of the remainder (7) to the excess of the subtrahend (8), cast out the nines, if any, and compare the result with the excess of the minuend. Thus, 8 + 8 = 16, 16 - 9 = 7; the excess of the minuend is also 7.
26765	2 + 6 + 7 + 6 + 5 = 26	
56249	5 + 6 + 2 + 4 + 9 = 26	

A Cross-Number Puzzle for Fifth Grade



Across

1. 100 - 15
3. 3,240 ÷ 36
4. 7 + 8 + 9 + 6 + 5 + 3
5. 2,650 ÷ 25
7. 11,820 ÷ 60
8. 8 x 7
9. 315 ÷ 9
11. 52 x 92
12. 12 - 4
13. 8 x 8
14. 14 x 7
16. 7 x 7
17. 121 ÷ 11
19. 1/2 of 164
21. From 10,272 subtract the year Columbus discovered America.

(Down on next page)

Down

1. 9 x 9
2. 884 - 379
4. 2,765 ÷ 7
6. 3,356 ÷ 3,288
7. 2,408 - 1,059
10. 63 ÷ 9
13. 780 - 711
15. 616 ÷ 7
16. 6 + 7 + 8 + 9 + 10
17. 2 x 4 + 9
18. Reverse the digits in the product of 9 x 9
20. 100 - 80

Geometric Shapes

Make a notebook including:

1. Geometric shapes drawn by the pupil and labeled to tell what they are.
2. Sketches of familiar objects, like clock, stop sign, checkerboard, etc. Each picture labeled according to its shape.
3. Several geometric shapes on which the base, altitude, and diameter have been labeled.
4. A large design made with straight lines only. Any triangle within it may be colored red; any square, black; any other rectangle, green; and four-sided polygon that is not a rectangle or square, yellow; and polygon with five sides, blue; any polygon with six sides, purple; and any polygon with eight sides, orange.
5. A large design drawn with compasses and using only curved lines. This design may be colored if children desire.
6. A collection of geometric shapes out from magazines, etc.

Improvement of Problem Solving Ability

The analysis method involves a formal sequence of steps. Read orally in class the problem to determine:

1. What is given, and what is required
2. Determine from the relationships between the quantities, given and required, what operations are necessary.
3. Estimate the answer.
4. Solve by performing the operations.
5. Check the answer.

The pupils and teacher should construct many experience stories with problems for the class and teacher to solve. These stories should be directed to help the migrant child budget his time and money wisely.

Problems Suggested by Grades

First: If in the school cafeteria Danny Rodrigrez saw on the menu that a sandwich cost five cents and a carton of milk cost five cents, would the sandwich and milk cost more or less than the dime he had? Would his dime pay for the sandwich and milk? Why?

Second: If Donna has 100 four-cent stamps, 20 five-cent stamps, and six eight-cent stamps, how many stamps does she have altogether? How much did the 100 four-cent stamps cost?

Third: Billy earned $2.60. He always puts 1/2 of the money he earns in the bank to help buy his school clothes. How much money did he put in his bank this time?

Fourth: Maria's mother took her shopping. She looked at the weight on each can of peaches. Two were unsweetened and each can cost 48 cents. The one she chose cost 49 cents, but the label said "Sugar added." Maria knew that they had sugar at home. She wondered why her mother bought the 49¢ can. Do you know why?

Fifth: In driving to Torrington, Wyoming, from Texas, Johnny Chavez kept track of the miles and cost of part of the trip. In driving 300 miles his father, Juan Chavez, bought 15 gallons of gas and paid 35¢ a gallon. How much was spent for gas?

Sixth: The pupils of the fifth grade class plan to buy 75 four-year transplants of Colorado Spruce to be planted around a migrant school in Wyoming. If these transplants are 8" - 12" tall and are priced at $2.00 for 10 transplants, how much will be the cost of each tree? How much will the 75 transplants cost?

Seventh: Three times a week the Hernandez family buys five quarts of milk at 26¢ a quart. How many gallons is this per week? Per month? Per year? How much does milk cost this family per week? Per month? Per year?

Eighth: Near Riverton, Wyoming, the Virgilio family raise beets. In the fall they found that the beets had averaged 14 ton per acre. If this family had sixty acres, how many tons of beets were harvested? At the rate of _____ a ton, how much would they get for the crop? Would this be clear profit? Give reasons for your answer. (The above blank is to be filled with the average price at the time the problem is given because sugar content with other factors control price.)

Teaching Aids

1. A calendar with numbers in different bases. Silver Burdett Publishing Company. Cost free.
2. Cardboard[3] has many uses in math. Cardboard counters or squares are recommended by the instructor.

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[3]George G. Hollister, Teaching Arithmetic in Primary Grades. D.C. Heath Co., 1964, pp. 99-101.

3. List of Suggested Material for Grades I and II:

Counting kits	Puzzle numbers
Counting rods	Measuring devices
Colored stick counters	Subtraction and addition wheels
Picture cards	Spinner game
Pictures	Magic rocket
Bingo number cards	Clock faces
Domino cards	Fractional parts
Peg board	Place value charts
Number cards	Strip chart
Number fact cards	Problem cards
Felt or flannel boards	Abacus
Count and color books	The hundred chart

4. Materials to Guide and Direct Learning: (Teacher's Kit)

Abacus	Flannel board
Fractional equivalents	Chart of fractional equivalents
Enlarged squares similar to pupil squares to show decimals	Place value charts

5. An Abacus--Third grade children may profit by counting on the abacus, a useful aid in establishing the place value concept. On the abacus ten is represented by a single counter just as in numerals it is represented by a 1. One hundred is similarly represented by one counter, not ten lines of counters. The abacus may also be used to advantage in introducing two or more addition and subtraction.[4]

6. Testing--The workshop does not recommend formal testing for this group. Evaluation should include individual observation by the teacher of their daily work. They feel that many activities should be planned so the group can experience success, then move into the next related activity. Each pupil should be recognized for his correct attempt and effort.

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[4]Herbert F. Spitzer, Practical Classroom Procedures for Enriching Arithmetic. St. Louis: Webster Publishing Co., 1956.

MUSIC

Music as Part of the World about Us

Music's first claim to a place in the curriculum lies in the simple fact of its existence. If one function of education is to acquaint the individual with his environment, then surely music must be included for it is an integral part of that environment. There is no phase of man's struggle for existence that has not been accompanied, communicated, and extended by music. From the primitive to the most sophisticated of cultures, music has been central in every ritual. So it is with the Spanish-American culture. Music is part of the Spanish-American heritage.

Music is a means of personal expression of these people. In many subtle ways music provides a record of how they have reacted in their struggle with their environment, of what they hold most dear, and of what they have seen as important to their well-being. There is no desire or emotion felt by man that is not reflected in his art. Regardless of the simplicity or complexity of the culture, the emotions common to all men find expression through artistic form.

The ability of the Spanish-American to express his emotions through some kind of symbolism (words, musical sounds, dance, color and line) might well be considered his highest attainment. Music contributes to the life of feeling in a way that language cannot. It is not bound, as are words, by specific meanings. In music each can find his own expression and create his own interpretation. Everyone will respond at different levels at different times, depending on the type of music and on his mood at the moment. What one takes from music will depend on what he brings to it.

Musical growth follows a sequential pattern similar to the orderly development seen in other areas of child growth. Cognizance of this sequence is essential if the classroom teacher is to know when to introduce new material, when to emphasize previous learnings, and when to encourage deeper exploration of ideas already grasped. It is important that the teacher have in mind, first, the musical behavior that children should exhibit when they come to him; and second, the musical accomplishments they should gain under his tutelage so that they will be ready for subsequent musical experiences. He needs to know when to teach what.

> Not every classroom teacher is capable of single-handedly providing the rich program of musical experiences his children should have. Regardless of who does the major portion of the music teaching, the classroom teacher's interest in music and his skill as a teacher are indispensable to a vital music program in his classroom. Whether he has sufficient musical background and skills to provide all the leadership his pupils require, or whether he must call for assistance in specified areas, the responsibility for music in the classroom remains his. He must prepare himself in whatever ways he can to meet this challenge.

Music does contribute and relate to the other arts. It can enter into the study of science, mathematics, and physical education. At

every grade level there are opportunities to use music within the framework of the social studies to help children expand their cultural horizons and better understand people everywhere.

Teachers can help children become aware of the contributions of music from one culture to another. Children study their own and other cultures and find that there is music for ceremonies, for dancing and for individual expression of feeling. Human beings throughout history have found in music and the other arts a necessary fulfillment of aesthetic needs, and all these uses of music carry over into our own culture.

Music should start in the home. Authorities that have made studies of the Spanish-American people tell of the great love of music exhibited in homes of the migrant workers. The culture of the Anglo-Americans is richly endowed music in its different forms contributed to them by the Spanish-Americans.

There are many purposes for incorporating music in the curriculum of the Spanish-American migrant children. There are many times when singing a song or two, with possibly one that they have learned previously, seems to help the day go faster before the children get involved in the different school subjects.

1. Begin in the morning after the flag salute to start the day's work with a song.
2. On the playground during recess singing games are fun.
3. After recess a song quiets down a breathless, excited group.
4. During work periods singing helps to create a unity for the group projects.

5. Use a song at music time before the film is ready or during intermissions.
6. Sing at appropriate moments in stories, dramatic plays, etc.
7. After listening to and learning the names of selections, check their recognition of songs and recall of the words.
8. At assembly programs, a song balances large group participation and the more common group spectatorship. So often a large group of pupils sit through an assembly listening to a paid artist's program, to a speaker, or to a special performance group from their own shcool without the chance to take part in any way except to listen and applaud. Work with other teachers to encourage participation by large numbers of children.
9. When nerves are tense and need relaxing, a good song will often do it.
10. When timid or retarded children need to be reached and drawn out to become part of the group, some will respond to a song. Children don't improve their singing by just sitting and listening to others. They learn by singing and playing tunes on instruments that have accurate pitch, such as bells.
11. Use music to build up self-confidence, good attitudes and self-esteem which in turn will improve their rapport with their peer group.

<u>Simple, Easy-to-Make Instruments</u>

1. Maracas

   Materials: two old light bulbs, papier mache, and paint

   Procedure: Cover old light bulbs with papier mache. Let dry.

Break the light bulb to form rattles. Paint papier mache.

Materials: two baby food jars, two nails, two sticks, beans, rice and paint

Procedure: Nail sticks to the lid of the baby food jar. Put beans in one jar and rice in the other jar. Decorate the instrument.

2. Tambourines

Materials: two tin or aluminum pie plates, tin pop bottle caps or tin roof nail shields, hammer, and soft copper wire

Procedure: Punch holes in bottle cap with nail. Wire two bottle caps with copper wire between pie tins. Space evenly.

3. Rattles

Materials: tin cans, baby food jars, cardboard tubs, plastic bottles, and beans, grain, gravel, sand, pebbles, etc.

Procedure: Place rattle material in container and close. Attach handle and decorate.

4. Finger Cymbals

Materials: two pop bottle caps, two rubber bands, nail and hammer.

Procedure: Punch two holes with nail in bottle caps. String rubber bands through holes.

Use: Place one cymbal on thumb and one on the middle finger.

5. Cymbals

Materials: two pot lids with handles

Procedure: pot lids are complete. They can be decorated.

Materials: two pie pans, two spools, two large headed nails, and hammer

Procedure: Punch hole in pie pan with nail. Thread spool on nail and force nail through hole in pie pan. Bend over pointed end of nail to secure spool to pie pan.

6. Sand Blocks

Materials: two blocks for each set of blocks, sandpaper, glue or thumb tacks

Procedure: Blocks of wood should be large enough for the child to handle easily. Glue or tack sandpaper to each block.

7. Rhythm Sticks

Materials: sticks, bowls, sandpaper and paint

Procedure: smooth the wood with sandpaper and paint.

8. Jingle Bells

Materials: jingle bells, dish washing sponge on stick, thread, needle

Procedure: Sew jingle bells on sponge

Note: Very young children will have trouble handling the needle and thread.

9. Guiro

Materials: washboard and spoon

Materials: corrugated metal screening and dowel

10. Chimes

Materials: glasses or bottles, water, spoon

Procedure: fill glasses to desired level.

Note: Glasses must vary in size in order to get a full octave. To keep the timbre consistent, use glasses that are shaped the same.

Materials: pieces of metal, string

Procedure: Fix metal according to length desired and hang from string.

11. Banjo

Materials: cardboard box or cigar box, rubberbands, nail or ice pick

Procedure: Punch holes in ends of box with ice pick. String with rubber bands.

Materials: plastic detergent bottle, rubber bands, nail or ice pick, and scissors

Procedure: Cut out side of bottle. Punch holes and string with rubber bands.

12. Comb and Paper

Materials: comb and tissue paper

Procedure: Fold tissue paper and place comb inside--blow.

Note: this takes practice to learn to play.

13. Castanets

Materials: 2 jar lids, 2 rubber bands, nail, hammer, 1/2 inch wide tape.

Procedure: Punch two holes in each jar lid. String nubber band through holes. Tape jar lids together with hollow part of the lid to the inside using one piece of tape.

14. Drums

Materials: bowls, paper towel centers, cans, oatmeal boxes, nail

kegs, lamp shades, etc.

Procedure: Drum heads may be made from leather, plastic sheeting, plastic lids, inner tubes (need to hold tight enough on drum to produce sound) paper, etc. Drums may be played with the hand, sticks, dowels, or a padded drum stick. Drums may be covered on top and bottom or on top only.

15. Triangle

Materials: pipe, piece of metal or horseshoe, string

Procedure: bend pipe into a triangle. Attack string or tie string to horseshoe.

<u>Suggestions for Teaching Music to the Migrant Child</u>

1. The musical instruments found in the symphony orchestra can be introduced using slides, pictures, records, and films. Resource people within the community that play instruments can be invited to come to show their instrument and how it is played. This person does not need to be a professional musician. He can be a member of the high school or junior high band. He can also be a child about the aame age as those in the class. Musical instruments studied need not be limited to just those in a band or orchestra.
2. Children may make their own musical instruments from a variety of items.
3. Some schools have many instruments designed for children.
4. Ideas for using instruments children play are as follows: Let the child play as he feels it should be played; Play on a

strong beat; play on a soft beat; words may lend themselves to a certain instrument; do something different when the music changes.

5. Records are also useful:

   Records may be used for a listening activity. The student may learn to feel the rhythm. The student may learn when the theme is heard. He may learn when the music changes. He may learn when the music is loud or soft, lower or higher.

   Some may enjoy singing with records.

   Records can be used in a free activity period.

   Records can be used for dancing.

   Some may enjoy drawing or painting with music.

   Records can be used during rest period.

6. Records and slides may be used to tell stories.

7. Children enjoy songs.

   Younger children will enjoy action and game songs while an older child may feel this is babyish. The older child will probably enjoy folk and square dancing.

   There are songs to sing with no other activity. These songs may be with instrumental accompaniment, but this is not necessary.

   Singing is one activity the children can do while traveling.

   They may enjoy songs in other languages.

8. Finger and hand puppets may be used with songs and records.

9. There are many patriotic songs.

   One may explain the history of song; one may explain the story told by the song; one may teach the children to march.

10. Music reading is another essential area.

Note reading--Keep very simple and limit it to basic diatonic patterns unless the student is advanced in this area. When starting this activity, restrict it to the first five tones of the scale. Do not expect a student to advance too fast in a five-week period.

Rhythm--The value of each note is important. Do not teach notes other than whole notes, half notes and quarter notes. Teach the song by note if rhythm is difficult.

PHYSICAL EDUCATION

Physical education is an important part of the program for the migrant child. Because his parents spend long hours in the fields he will probably be under the supervision of the school from about 8 o'clock in the morning until about 5 o'clock in the evening. He cannot spend all of his time with the academic part of the program. His growing body must have a variety of academic and physical activities. Physical activity helps to satisfy many of the growing child's needs such as the need for oxygen, the need for tension release and the need for prestige. Participation in physical exercises and games results in an over-all feeling of well-being which helps him to be interested in the academic part of the program. Besides a program of exercises for developing individual physical fitness there should be a variety of sports and games. Swimming should be included if a pool is in the area. Team sports such as volley ball and soft ball are important to develop sportsmanship and teamwork.

Activities selected for the physical education program should:

1. be suited to the ages, concerns and needs of the children
2. be interesting, meaningful and significant to children

3. be adaptable to large or limited numbers of children
4. develop skills and tastes that have future values as well as present values
5. make provision for development of pride and satisfaction
6. have social and ethical values to the child as well as improved physical development
7. develop wholesome attitudes toward victory and defeat
8. develop organic vitality and improve neuromuscular system.

The facilities and available equipment in the school will have some effect on the types of activities included in the program, however these factors do not need to limit the quality of the program offered the children. The new guide "Physical Education and Health Education for Wyoming Elementary Schools" distributed by the Wyoming State Department of Education has many ideas and suggestions that can be used. The booklet "Youth Physical Fitness - Suggested Elements of a School-Centered Program" developed by the President's Council on Youth Fitness is another available source for help.

SCIENCE

Science in the elementary school should capitalize on the child's natural curiosity and his wonder about the world around him. This curiosity gives him a natural readiness for gaining insights about his environment. The migrant child is exposed to several different environments during the year. His curiosity should be stimulated to want to find out what the new place is like and how it may be different from the place from which he came. One way to approach the science program for the migrant child is to get him to observe things that interest him in

his new environment. Through discussion, the child is encouraged to talk about some of his observations. From this, questions will arise that can be used to help the child find an answer. Many opportunities for using problem-solving methods will develop if the child's curiosity is stimulated. Since the migrant child is in school here only a short time the problems studied will be limited. The science activities should be correlated with mathematics, art, language arts, and social studies, emphasizing the development of oral language.

Objectives

In setting up the objectives of the program the children are:

1. helped to pose a problem as a result of their observations
2. given guidance on how to proceed to find an answer
3. helped to develop an open-minded attitude until they have explored more than one way to find the answer
4. helped to try different ways of solving the problem
5. helped to evaluate their findings
6. encouraged to delve into other problems.

To make the science problem meaningful to migrant children the teacher should use the community as a resource along with authentic science books, field trips, visual aids, experiments and other instructional materials. The question, "How much do these children know about the growing of sugar beets?" might be a start for the science program. Materials should be used that are suitable for the achievement levels of the children.

Starting with the above question the program can go in many directions studying such areas as

1. How plants grow

2. Requirements for growth
   a. Soil - rocks
   b. Moisture - rainfall - irrigation
   c. Sunlight
   d. Weather - seasons
3. Machines that help us with work. Machines used with sugar beets
4. Why people raise sugar beets
5. How sugar is manufactured
6. Use of sugar by people
7. Use of other parts of the sugar beet
8. Insect pests; how controlled. Helpful insects.

Activities

Listed below are some activities to creat an interest in science:

1. A Science Discovery Chart: this can be a two-column project listing the activities and conclusions of each lesson on a chart. Example: wheels make work easier--other column--pictures of objects with wheels; seeds grow--other column--pictures of young plants.
2. Teaser Tags:
   a. Before starting a unit on machines attach a card to the pencil sharpener saying, "There are two wheels inside this sharpener, do you know what they are for? Can you find other wheels in our classroom? There are at least 20." (Whatever number the teacher has checked on in the room))

b. Several days before beginning a study of electricity, a card is attached next to the light switch with the question, "How does this switch on the wall control the lights on the ceiling"

3. A Science Wonder Box: this box contains a magnifying glass and bits of material to examine with it. New items are occasionally added to the collection and old ones are removed. A card on the box calls attention to the materials and asks questions about them

a. Have envelopes containing salt, sand, and sugar. Do all the crystals have the same shape? Put a drop of water on some crystals in a dish. See what happens

b. A chicken feather. Pull apart a piece of the feather. Can you see tiny hooks? What are they for

c. Inch-square pieces of tweed and cottonprint. One of these pieces of cloth has a printed design and the other has a woven design. Which is which? How can you tell

d. Other items for the wonder-box might be wood, bark, leaves, flowers and insects.

SOCIAL STUDIES

Purposes

1. To provide an appreciation of self and of individual rights; the democratic system under which we live; the people who developed our country, state, and world; the ways and manners of others; laws, why they are made, and those who enforce them.

2. To provide an understanding of helping others; how change is related to progress; how to draw conclusions, make comparisons, and make generalizations
3. To provide vocabulary-building experiences.

Specific Areas of Attention

1. Listening with understanding
2. Speaking clearly and effectively
3. Reading and writing with facility, clarity, and planned sequence
4. Reading maps and globes, charts and graphs
5. Extending word recognition or word attack skills whenever necessary.

Procedures

1. Emphasis should be given to discussion, drawing conclusions and generalizing, exchanging ideas, impressions and experiences appropriate for and relating to the content studies
2. Use as many concrete materials as possible: flat pictures, charts, maps, globes, filmstrips, films, transparencies
3. Provide field trips into stores, bakeries, canning factories etc., so that children may have vocabulary-building experiences
4. Invite workers in from the school and community
5. Plan dramatizations and team learning activities.

Sample Units

1. Unit on the Comparison of Texas and Wyoming
   a. Geography:
      Location: Texas and Wyoming

Size: Texas and Wyoming

Terrain: farm land, plains, deserts, mountains, rivers

Populated areas: cities, rural

b. Climate:

Temperature: Texas in the summer and winter. Wyoming in the summer and winter

Moisture

c. Crops and Industries:

Similar crops

Dissimilar crops

Similar industries

Dissimilar industries

d. Purposes and Objectives:

Develop the geographic concepts (mountains, rivers, plains, deserts, and farmlands) and how they are used

Develop an understanding of how man has adapted himself and his crops to different environments

Develop map and library skills

Develop the verbal and listening skills

2. Unit on the Cowboys

a. Purpose:

To acquaint children with cowboys; what they do, when they were the most necessary; where they worked, why they had cowboys; and how they did their work

b. Introduction:

A cowboy story read to the children by the teacher. This

could be followed by a trip to a ranch to observe a branding, or some similar affair, perhaps a rodeo

c. Closing Activities:

A pretend roundup with fire and singing cowboy songs. This would be a good chance to use any guitar-playing children. Make cowboy costumes from any material available. A booklet with words of songs, and poems, pictures and stories could be made for each child to take home

d. Poems:

"Sun and Saddle Leather" by Badger Clark

Cowboy Poems by John Lomax

e. Songs:

Many good ones can be found in Together We Sing by Fullerton, Webster Publisher--Branch McGraw-Hill.

f. Books:

Cowboy Sam Stories by Edna Chandler

Cowboy Andy Stories by Edna Chandler

Cowboy Boots by Shannon Garst

The Cowboy Twins by Florence Slobodkin

Sancho of the Long, Long Horns by Allen Bosworth

3. Unit on the Sheep Industry

a. Purpose:

To acquaint the child with all phases of sheep raising, products obtained from the animal, and uses of these products

b. Activities:

Take a field trip to a sheep ranch to see a flock, talk to

the herder, talk to the owner, observe the shearing operation if possible, see how sheep are handled.

Write a story of the trip

Find pictures of sheep

Make a map showing centers of sheep industry in the nation

Read stories about sheep ranching

See a film on some phases of the sheep industry

Make carders and card wool

Visit a place where wool is graded

Have the county agent talk to the group to show how to judge sheep and wool

Talk about uses of wool. Find pictures of uses. Make charts that tell the story

Use scraps of wool cloth to make pictures

Put materials together into a booklet for each one

c. Books:

<u>The First Book of Wool</u> by Betty Cavanna

<u>Sheep Wagon Family</u> by Myra Richardson

<u>Boots, the Story of a Working Sheep Dog</u> by Myra Richardson

<u>Boy on the Sheep Trail</u> by Priscilla Carden

<u>Threat to the Barkers</u> by Joan Margaret Phipson

4. Unit on Citizenship

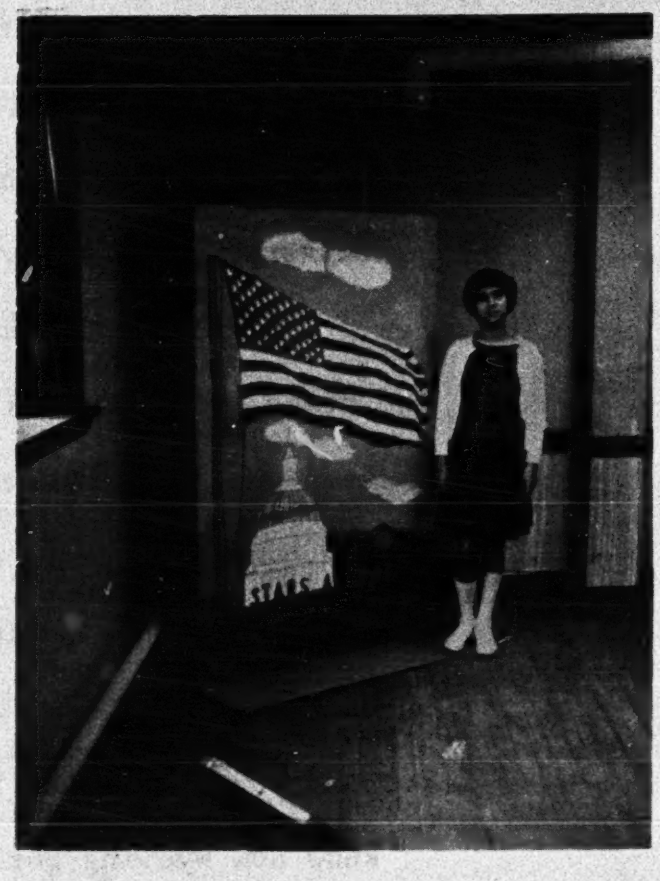
a. Questions:

What is the proper method of paying respect to the flag during the ceremony of hoisting and lowering

How do we pay respect to the flag when it is passing by in

a parade or in a review

What should be the position of the flag when displayed from a staff in a public auditorium, a church, or a public meeting place



Under what conditions can the flag be flown at night

When should the flag be flown at half-staff

What is the proper method of raising and lowering the flag to and from the half-staff position

In what positions should the flag be when suspended over the middle of the street

How is bunting arranged when used for decorative purposes

What is the honor position of the flag

What are the positions of the flag when carried in a parade with other flags? Booklets on Flag Etiquette can be obtained from the American Legion

b. Our State:

The state of Wyoming, as we know it today, was brought about through the ingenuity, toil and sacrifice of our fore-fathers

Wyoming is one of the fifty states combined to form the United States

Our state has a democratic form of government. The head of our state is the governor. He is elected by the majority vote of the citizens of Wyoming

The state provides public schools and supplies. We should keep well informed about our state government. We should pay our state taxes and vote. We have state elections to elect our state officials. We should obey the laws of our state

The capitol of Wyoming is located at Cheyenne. We should know how Wyoming got its name. We should know our state tree, bird and flower

The largest city in our state is Cheyenne

See Handbook for Wyoming Elementary Schools, pg. 34-39 for additional information.

Activities for Lower Grades

Have the students

1. Identify members of the immediate family
2. View himself in a full length, then a three-way mirror
3. Identify himself in an individual, then a group photograph
4. Record his own voice on tape
5. Take a short trip and then discuss it with the group
6. Identify and name things in the classroom
7. March to the Stars and Stripes Forever
8. Learn to work together cleaning up the classroom or work corner

9. Plan and celebrate a birthday or holiday
10. Listen to legends told by the teacher's aide or the teacher
11. Listen to and identify familiar sounds (people, animals, transportation)
12. Watch television at school and discuss the program observed
13. Follow one-step, two-step commands from the teacher
14. To learn to say, "Please" and "Thank you"
15. Listen to and repeat everyday sounds
16. Play the role of storekeeper
17. Look at comic strips in the newspaper
18. Tell about festive days
19. Go on a trip to the post office
20. Develop a cooperative story about the trip
21. Match words and pictures
22. Select a correct ending for a picture story
23. Draw himself and the family
24. Match common signs with verbal clues (Coca-Cola, Phillips 66, Go, Slow, Stop)
25. Match verbal clues with rooms and signs in the school (cafeteria, library, office, principal's office, boys' room, etc.)
26. Develop a history research unit by using the following questions: What can you tell us about his childhood? What made this man or woman famous? Can you tell us an interesting story about the man after he grew up? What interesting events were happening in Americaabout this same time? (George Washington, Daniel Boone, Sam Houston, Francis Warren, Esther Morris).

FIELD TRIPS

Field trips may be taken many places, but this one to the local supermarket is being suggested because it has to do with food--a basic necessity--and would help to build vocabulary on names of foods.

1. Get permission from the child's parents or guardian to go on the trip
2. Make arrangements with the supermarket manager about time, purpose, etc.
3. Bring many pictures to the classroom of grocery stores, showing all or parts of it. Also pictures of food in color prove interesting
4. Show films and filmstrips in correlation with the trip
5. Develop a vocabulary with picture and word associations of different foods that would be most common to the child and found in the stores
6. Play some games. For example, the first player says, "I am going to the store to buy an orange." The next player repeats this and adds another fruit until the list is exhausted or until all the class has had a turn. Match words with pictures. Have the child select the food he likes to eat best and name it. Riddle: "I have eyes, but I can't see. I have a brown coat (skin). I am white on the inside. What am I?" Answer: potato
7. Take the trip in the school bus and return
8. When the children return to the classroom let them take turns telling what they saw; what they would like to have bought; what they would like to eat the best; persons whom they saw working; and what they were doing (checkers, workers putting food on the shelves, etc.).

Art

1. Boylston, Elise Reid, Creative Expression with Crayons. Worcester: The David Press, 1954.

2. Cole, Natalie Robinson, The Arts in the Classroom. New York: The John Day Company, 1940.

3. Curriculum Guide for the Kindergarten and Ungraded Primary School. St. Louis, Missouri: St. Louis Public Schools, 1960.

4. Goss, Mary and Dale, Do-It Fun for Boys and Girls. Peoria: Charles A. Bennett Company, Inc., 1950.

5. Hansford, Byron W., Colorado Art Guide, K-12. Denver: The Colorado State Department of Education, 1964.

6. Schwalbach, James, Fun-Time Crafts. Chicago: Children's Press, 1949.

7. Trucksess, Frances, Creative Art in the Elementary Grades. Boulder, Colorado: Pruett Press, 1962.

8. _____, Creative Art in the Junior High. Boulder, Colorado: Pruett Press, 1962.

Language Arts

1. Scott, Louis Binder, and J.J. Thompson, Talking Time. New York: Webster Division McGraw-Hill Book Company, 1966.

2. _____, Louise Binder, and J.J. Thompson, Phonics in Listening, in Speaking, in Reading, in Writing. New York: Webster Division, McGraw-Hill Book Company, 1962.

3. _____, Louise Binder, and J.J. Thompson, Rhymes for Fingers and Flannelboards. New York: Webster Division, McGraw-Hill Book Company, 1960.

4. _____, Louise Binder, and J.J. Thompson, Speech Ways. New York: Webster Division, McGraw-Hill Book Company, 1955.

5. Wagner, Guy and Others, Listening Games. Darien, Connecticut: Teachers Publishing Corporation, 1962.

6. Wolfe, Josephine B., and Lorraine H. Reinhardt, English, Your Language. Chicago: Allyn and Bacon, Inc., 1963.

Materials for Teaching Phonics

THE ABC PHONICS CHART; American Book Company, 300 Pike Street, Cincinnati, Ohio, 45202
Three sets of twenty charts each for Grades 1-3 with records and Teachers' Editions, correlated to Betts Basic Readers

American School Supply Company, 2301 Blake Street, Denver, Colorado, 80205
LISTEN AND LEARN WITH PHONICS (Three records, four books, word wheel, charts, strips of letters and directions); plus PHONIC FUN (Two workbooks) and BUILDING WORDS (One workbook) by Bechley-Cardy Company; and materials by Ideal, Kenworth, Garrard, Milton Bradley, Gel-Sten, Hayes, Continental and others as listed by publisher in this list.

Milton Bradley Company, Springfield, Massachusetts.
PHONETIC QUIZMO, PHONETIC WORD BUILDER, PHONETIC DRILL CARDS, PHONETIC WORD WHEEL, and other card sets.

Garrard Press, Champaign, Illinois
DOLCH SOUNDING MATERIALS and other materials by Dolch; seven games, grades K-up also card sets for Basic Sight Vocabulary.

Harcourt, Brace and World Publishing Company, 7555 Caldwell Avenue, Chicago, Illinois, 60648.
WORD ANALYSIS PRACTICE by Durrell, Murphy, Spencer, and Catterson. Three sets of cards for intermediate grades.

Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois, 60134.
LEARNING LETTER SOUNDS by McKee. Workbooks with Teacher's Guide, twenty-two filmstrips with Teacher's Guide, and eight records with Teacher's Guide and liquid duplicating masters.

Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois 60134
WHAT"S THE WORD? by McKee, Harrison, McGowen, and Lehr. Set of twelve filmstrips with Teacher's Guide, Grades 3-6.

Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois, 60300.
STUDY EXERCISES FOR DEVELOPING READING SKILLS by Neal and Foster books, A, B, and C, plus answer books.

Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois, 60616.
PHONICS WE USE by Meighen, Halvorsen, Pratt and Helmkamp. Six workbooks with Teacher's Editions, Grades 1-6.

Scott Foresman Company, 1900 East Lake Avenue, Chicago, Illinois, 60025.
FILMSTRIPS FOR PRACTICE IN PHONETIC SKILLS. Four filmstrips for first grade, with key sheet and suggestions for use.

Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester, Missouri, 63062.
EYE AND EAR FUN by Stone. Four workbooks and readiness book, grades 1-6.

Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester, Missouri, 63062
IT'S TIME FOR PHONICS by Scott. Four workbooks (R,A,B,C) for grades K-3, plus Teacher's Book: PHONICS IN LISTENING, IN SPEAKING, IN READING, IN WRITING.

Mathematics

1. Banks, J. Houston, Learning and Teaching Arithmetic.

2. Grossnickle, F. E., and Brueckner, Discovering Meanings in Elementary School Mathematics. Holt, Rinehart & Winston, 1963.

3. Hollister, George Gunderson, Teaching Arithmetic in Grades I and II. Boston: D.C. Heath & Company.

4. _____, Teaching Arithmetic in Primary Grades. D.C. Heath Company, 1964.

5. Spitzer, Herbert F., Practical Classroom Procedures for Enriching Arithmetic. St. Louis: Webster Publishing Company, 1956.

Music

1. Discovering Music Together, Grade 1. Chicago: Follett Publishing Company, 1967.

2. Exploring Music With Children. Belmont, California: Wadsworth Publishing Company.

3. Music Across Our Country. Chicago: Follett Publishing Company.

4. Singing in Harmony. Arlington Heights, Illinois: Ginn, 1961.

5. Singing With Children. Belmont, California: Wadsworth Publishing, Co.

6. Singing World Series. Arlington Heights, Illinois: Ginn.

7. This is Music. Rockleigh, New Jersey: Allyn & Bacon, Inc., 1962.

8. Together We Sing. Chicago; Follett Publishing Company, 1952.

Science

1. Carin, Arthur and Sund, Robert B., Teaching Science Through Discovery. Columbus: Charles E. Merrill Books, Inc., 1964.

2. Elementary School Science Bulletin. Washington, D.C.: National Science Teachers Association.

3. Hone, Elizabeth, A Source Book for Elementary Science. New York: Harcourt Brace & World, Inc., 1961.

4. Lewis, June E. and Potter, Irene C., The Teaching of Science in the Elementary School. Englewood Cliffs: Prentice-Hall, Inc., 1961.

5. Musselman, Virginia, Learning About Nature Through Games. Harrisburg: Stackpole Books, 1967.

6. Schneider, Herman and Nina, Science Fun with Milk Cartons. New York: Whittlesay House, 1966.

7. Science and Children, Washington, D.C.: National Science Teachers Association.

Guides for Teaching English to Spanish-Speaking Children

1. Potts, Alfred M., 2nd, Neil Sherman, and Roy McCanne, ed. Providing Opportunities for Disadvantaged Children. Denver: Colorado State Department of Education, 1964, 85 pp.

2. Preschool Instructional Program for Non-English-Speaking Children. Austin: Texas Education Agency, 1964, 132 pp.

3. Sizemore, Mamie, ed. A New Approach to Second Language Teaching. Phoenix: Arizona State Superintendent of Schools, 1962, 52 pp.

4. _____, Teaching Reading to the Bilingual Child. Phoenix: Arizona State Department of Public Instruction, 1963, 57 pp.

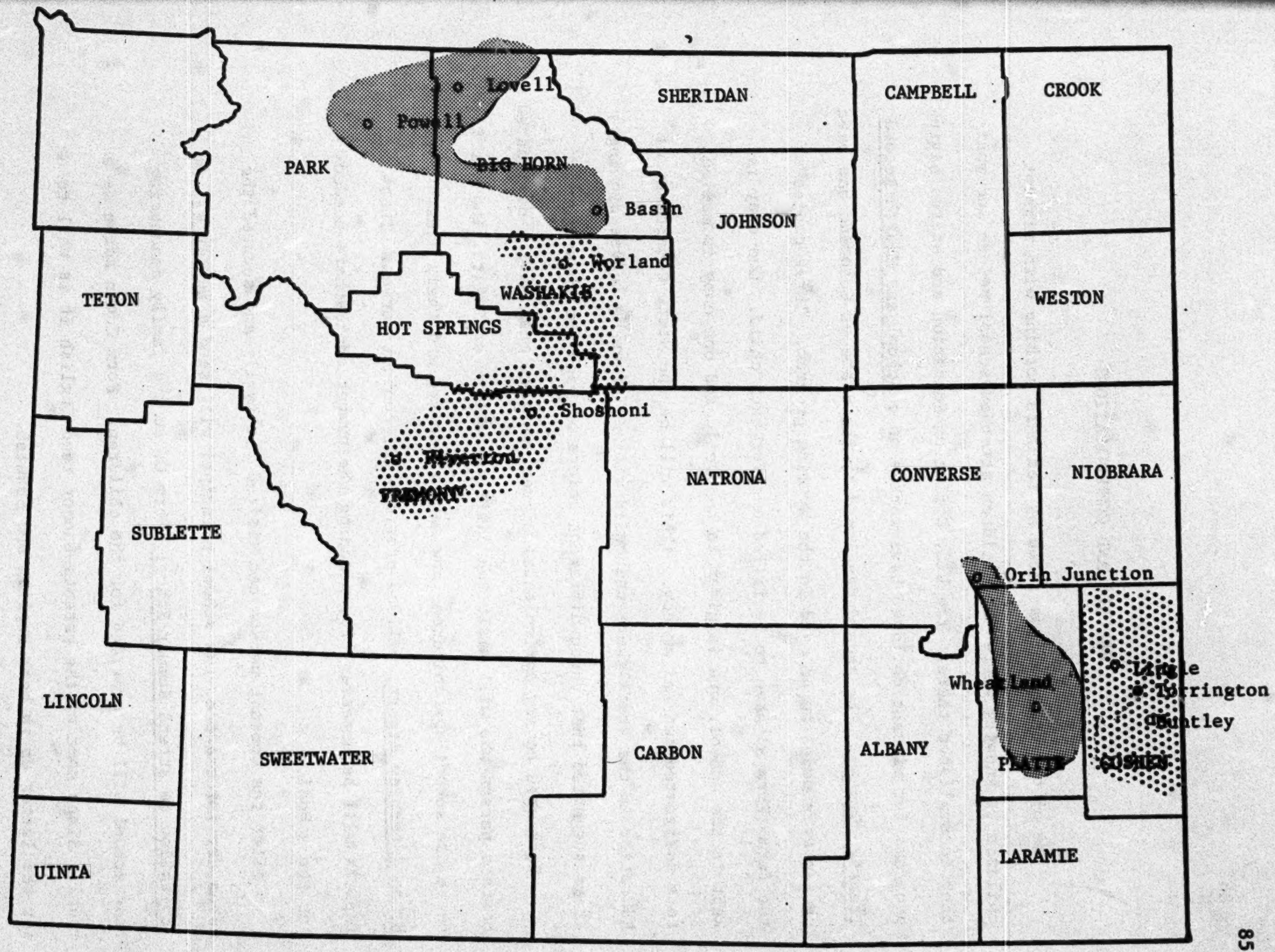
5. Teachers Guide to the Education of Spanish-Speaking Children. Sacramento: California State Department of Education, 1952, 84 pp.

APPENDIX

MIGRANT CHILDREN IN WYOMING

A survey made by Dorris L. Sander, State Department of Education, during the summer of 1967 revealed that Wyoming does have migrant children in areas that raise sugar beets. They come to hoe, thin and weed the young sugar beet plants. Migrant agricultural workers are recruited by the Great Western and Holly Sugar Companies from the Rio Grande Valley in Southern Texas with a few coming from New Mexico, Arizona, California and Oklahoma. Most of the recruited workers are Mexican-Americans. However, a few are indians from areas that in the past were under Spanish influence. The survey showed that 3,123 migrant sugar beet workers came in 1967. In addition to the workers, 1,547 children under 14 years of age were with the workers. Of this number 988 were of school age, that is from age 5 and on up to 14 years. The migrant families began to arrive in Wyoming about May 15th to the Torrington, Riverton, Worland, Lovell and Powell areas. By July 15th, most of them had moved on to Michigan, Colorado, Wisconsin, Ohio, Indiana, New Jersey, Oregon, and Idaho to work with picking fruit, tomatoes, cucumbers, and potatoes. This group of people is on the move about six months during the year which presents some problems of school attendance for the children. The home base state of many of these children, which is Texas, has now developed a six-month school for their migrant children. Six months of school, however, is not enough for school age children. The states that use migrant agricultural labor have a responsibility for the education of these children while they are in the state. Wyoming is faced with providing a six week summer school for migrant children.

AREAS USING MIGRATORY LABOR IN SUGAR BEET [illegible]



HOLLY SUGAR CO. REFINERIES AT TORRINGTON AND WORLAND

GREAT WESTERN SUGAR CO. REFINERY AT LOVELL

RECORDS AND COMMUNICATIONS

One of the big problems faced by teachers working with migrant children is knowing where the children attended school before and what they accomplished there. The U.S. Office of Education and states having programs for migrant children have worked on a School and Health Record Transfer System. The record developed by the State of Colorado has been chosen as a model to be used in the Wyoming program. Three copies of the form (Form A) have to be filled out for each child. One copy is kept in the school, one is given to the child and one copy is mailed to a designated central agency. (This will be the State Department of Education in the state where the child will go after he leaves Wyoming.) It is suggested that three different colors be used for these forms.

Each area having agricultural migrant workers must have a designated contact person who will visit the families as they arrive to find out if there are school age children, how many there are and their ages. Form B, an Interview Report, will be provided the contact person. These reports will be necessary for planning the number of teachers needed for the school.

After the contact person has visited the family and secured the necessary information, the school principal will send a Letter of Invitation to attend Summer School, Form C, to the family announcing that school will be provided for the children. Form C can serve as a model. Since some of the parents cannot read English it is well to set the letter up in both English and Spanish.

Soon after the child enrolls in school it would be good to send a Letter of Welcome, Form D, to the parents inviting them to visit school and keep the school transfer record in a safe place so that it can be updated by the school before the child moves on.

The summer school program for migrant children should include field trips. In most cases these trips require transportation to get to the designated place. Parental consent should be obtained before any trip is taken. Form E, Letter Asking Permission to Participate in Extra Curricular Activities, can serve as a model for getting written parental consent. Again since some parents cannot read English, the letter should be written in both English and Spanish.

The health of the migrant child is an important part of his educational program. Parental consent is necessary before examinations, treatments or immunizations can be given. Form F, the Migrant Children's Health Services Form can be used as a model for getting this consent.

Migrant children are on the move and sometimes lose their school and health record transfer cards and sometimes they forget the name and address of the last school attended. Because of this it is good practice to give each child as he leaves a post card with the name and address of the school he has attended on one side and a request for records on the other. Form G, Request for School and Health Records, is an acceptable model to follow.

FORM A

A SCHOOL AND HEALTH RECORD TRANSFER SYSTEM *

1. County & District _____ School _____ Date Enrolled ___/___/___

2. Name _____ (M F) Sex Birthdate ___/___/___ Age _____ Verified? _____

3. Current Address _____
Street--Camp--Farm--RFD No.

4. Normal Grade for Age _____ Achievement Level: Reading _____ Arithmetic _____
(Note: Indicate school grade level)

5. Days Present _____ Days Absent _____ Date Withdrew ___/___/___ Days Membership _____

6. Identification No. _____ _____ _____ _____
Home Base State County District Registration No.

7. Home Base Address _____
Number Street Town County State

8. Home Base School _____
Number Street Town County State

9. Number of Schools attended during past 12 months _____

10. Occupation of parents, guardians, or head of household during past 12 months:

Father _____
Name Type of work Town, County, State

Mother _____
Name Type of work Town, County State

11. HEALTH--DATE ENTRY AND COMMENT ON REMEDIATION

E Physical
X Dental
A Vision
M Hearing
S T.B. Skin Test
Chest X-Ray
S Diphtheria
H Pertussis
O Measles
T Tetanus Toxin
S
Polio Vaccine
Smallpox Vaccine

12. SPECIAL INTERESTS, ABILITIES, NEEDS

13. TEXTBOOK TITLE--PLACE PAGE-- c.DATE-PUBLISHER

Reading
Arithmetic
English
Social Studies
Science
Spelling
Other

14. NAME OF OTHER SPECIAL TEST FORM

15. Enrolling school: 1) Keep one copy; 2) Give one to pupil when possible; 3) Mail one to designated central agency.

4-67

* Obtained from the Colorado Department of Education

FORM B

INTERVIEW REPORT *

Date _____

School District _____

County _____

Family Name | Mother's First Name | Father's First Name

_____ _____ _____

Present address _____
Street--Town | Last Town

Names and Ages of Children

_____(age) _____(age) _____ (age)

_____(age) _____(age) _____ (age)

Special interest of parents _____

_____

Special problems _____

_____

Immediate needs _____

_____

First contact (action taken) _____

_____

Subsequent contacts (action taken) _____

_____

COMMENTS OF INTERVIEWER

* Obtained from the Colorado Department of Education

FORM C

LETTER OF INVITATION TO ATTEND SUMMER SCHOOL

Dear Friends:

There will be a summer school this year for children of workers in agriculture. This school will be held at (name of school), a very modern school.

School will begin on (dates) and end_____. The school day will be from (8:00 a.m. to 4:30 p.m.)

The buses will pick up the children after (7:00a.m.) and they will arrive at home at about (5:00p.m.)

This school is free; books and materials needed will be furnished by the school. The only charge is __ cents per child each day to help pay for lunch.

Children from age __ to age __ are urged to attend. By enrolling your children in this school you will enable them to advance in their school work.

The bus will come to your home on the morning of the (date). We will expect to see your children in summer school.

Sincerely,

_____
(Principal's signature)

Type the above letter in Spanish for the convenience for those who do not read or write English on the second half of this page.

FORM D

LETTER OF WELCOME

Notice to Parents

Parents as well as pupils and teachers must be convinced that school records for migratory children are important. Studies have indicated that more migrant children are presenting transfer records in most States where the importance of such records has been emphasized by the school personnel.

It is suggested that soon after the child enrolls, a form letter (see Form D) or post card be sent to the parents, inviting them to visit the school and reminding them to call at the school for transfer records for their children before moving to a new community. The wording on the letter or card may be printed in Spanish for Spanish-speaking parents.

Name of School
Address of School

Date_____

To the Parents of _____

We are happy to welcome your child to our school and invite you to visit us at your earliest convenience. We hope to provide your child with every opportunity to receive a good education.

We are asking your cooperation with the school by encouraging your child to attend school regularly and by keeping (his - or her) School transfer Record in a safe place so that it can be returned to the school and updated before you move to a new location.

The parents' group meets at (time) o'clock on (day) of each month. We hope that you will come and get acquainted.

Sincerely yours,

_____
Teacher's signature

* Obtained from the U.S. Office of Education.

FORM E

LETTER ASKING PERMISSION TO PARTICIPATE
IN EXTRA-CURRICULAR ACTIVITIES

Date_____

My son/daughter_____is participating in the Migrant Education Program conducted by School District_____ in_____county. I, therefore, request that my child be permitted to take part in all school and extra-school activities related to this program. Such activities may include, but not be limited to, swimming, field trips, and visits to nearby towns.

When transportation to and from the activity is required, such transportation may be provided by a person authorized by the School District. It is my understanding that all school-sponsored activities have been selected to meet the needs of my child.

_____
Signature Parent or Guardian

_____
Town

My hiya/hijo_____esta participando en el progama de education para los migratorios que esta conductando el districto de escuela numero_____en el condado_____. Por lo tanto deseo que permitan a mi nino que tome parte en todas las actividades que tengan en la escuela y afuera de la escuela. Estas actividades pueden ser tal cosas como (pero no exculsivamente) nadando, excursions al campo y visitas al pueblo. Cuando transportacion sea requerida, caulquier persona authorizada por el districto de escuela tiene mi permiso para transportar a mi nino (ninos) a todas actividades. Es mi entendimiento que todas las actividades propuestas por la escuela han sido selectados para ayudarle a mi nino con sus clases en la escuela.

_____
Signatura del pariente o guardian

_____
Pueblo o ciudad

FORM F

MIGRANT CHILDRENS HEALTH SERVICES FORM*

Below is a form that we recommend you sign. It gives us permission to give medical or dental care to your child without cost to you.

Thank you.

Esta es una forma que la recommendamos que firme para darle permision al dentista y al medico para hacer trabajo necessario para su nino sin costo a usted.

Gracias

Parental Consent Form

I give my consent that whatever examinations, treatments, and immunizations are necessary for protecting the health of _____ (child's name) _____ may be performed by the doctor, dentist, nurse, and dental hygienist designated by the State Migrant Health Program.

Reports and records of whatever services are rendered will be kept strictly confidential and released only to other official agencies and school authorities who have a need for them in providing further services or care.

_____ (Parent or Guardian)

_____ (Witness)

_____ (Address - Town, State)

_____ (Date)

_____ (Date)

* Obtained from Colorado State Department of Public Health

FORM G

REQUEST FOR SCHOOL AND HEALTH RECORDS *

Because migrant children often lose their Pupil's Portable Records and forget the name and address of the last school attended, some States and school systems have adopted the practice of giving each transfer pupil, as he leaves, a post card with the name and address of the sending school on one side and a request for records on the other.

Request for School and Health Records

Name of Pupil _____

_____

enrolled in the _____
(Name of School)

_____
(Address)

_____
(Date)

Please send school and health records.

_____
Signature of Principal or Teacher

_____
Date

This procedure provides the address of the last school attended, saves time, and expedites the request for records. It provides a two-pronged approach which, hopefully, may serve as a reminder to both the child and the school personnel about the importance of school transfer records.

* Obtained from the U.S. Office of Education

SUPPLEMENTARY SCIENCE UNITS

Magnets

What is a magnet? A magnet is that which has a magnetic or drawing force and is divided into two kinds--natural and artifical. A natural magnet is made of loadstone, the artifical is man-made from metals mixed with iron, nickel or cobalt and is stronger.

Build an interest with magnets by making it appear that they seem to be magic--such as moving a magnet under paper and collecting paper clips, etc. This isn't busy work, but will lead to an active interest and curiosity so that the child will want to know and learn more about magnets. He can work cooperatively with others on experiments, starting and stopping when convenient--leading to questions and problem solving on part of child. No texts are used but good library books with large well illustrated pictures or illustrations should be available. Words, sentences and illustrations should be used freely on the blackboard to develop concepts and ideas.

Try to show how magnets can be useful in our everyday lives as in pot holders that stick to the stove door, magnetic cupboards or refrigerator doors that close automatically, hammers that hold tacks, instruments that remove pieces of metal from the eye or other parts of the body, compasses for woodsmen, airplane pilots, navigators, etc. It must be understood that the teacher isn't expected to know all the answers, but should be well informed. No one is really certain as to why magnets act the way they do. This question is usually asked. Scientists use the molecule theory saying the tiniest piece possible (atom) into which metal can be divided and each is tiny magnet so has

North and South poles. This also applies to loadstone. As it has been in the earth many years and finally molecules are arranged in order and become magnetized. However, this should be an interesting activity to the child without too many details from ages six to fourteen. It may lead him to be more scientific minded. Part of the fun will be finding out what magnets can or can't do (Pick up tacks, paper clips, etc.) The child will learn that true magnet has two opposite poles, N and S, and come in three shapes; bar, U and horseshoe, also loadstone. He will discover that it will work between thickness of paper, wood, cloth, glass, and plastic. A Science Kit would contain many of these articles--also there are free materials available.

Primary Activities

1. Rub nail one way on magnet to magnetize it
2. Make compass by magnetizing needle. Float on cork in water--
   Notice where one end always points
3. Dangle bar magnet. Notice N end of pole always points to the North
4. Pick up various things in school room: thumb tacks, paper clips
5. Have YES and NO boxes. Put in YES box those things that can be
   picked, NO the opposite--paper, eraser, etc.

Intermediate Activities

1. Demagnetize magnet by hitting or heating (molecules become disarranged
2. Break magnet in two. Note that there are now two separate magnets
   each with N and S poles
3. Make magnet by holding one end of iron rod to the North. Hit lightly
   with hammer

4. Make permanent magnet. Wrap insulated wire around piece of iron, nickel or cobalt mixed with other metals known as alloy

5. Make electromagnet by connecting ends of an insulated wire to terminals on top of battery. When completed one wire must be disconnected and electric current stops. Magnet can also be turned off with wall switch if electricity is made. The pull or force can't be seen, but it can be seen working. It can pass through air, water, paper, glass, cloth and plastic.

   Like poles repel or push each other away. Lines of force are stronger near ends of poles than in middle

6. Encourage questions from pupils, also ask them questions. Example: Why won't magnet pick up plastic pen? Can you think of a toy that has magnet in it? (little car)

7. Do completion sentences

8. Do true and false questions

9. Draw bar magnet. Name the poles.

   Draw U shaped magent. Name the poles.

   Draw horseshoe magnet. Name the poles.

----No texts are involved in this unit. I have used the following references:

Reuben and Archer, What is a Magnet? Chicago; Benefic Press, 1959.

----Other helpful library books are:

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----Filmstrips:

Magnetism and Electricity, Primary & Intermediate. #FSW216
Magnets, Primary & Intermediate. #FSIFSJ36
Michael Discovers the Magnet, Primary & Intermediate. #FSIA34
Magnetism and Electric Flannel Board Cutout Kit, Intermediate. #18
Magnetic Science Kit, Intermediate. #46

Light and Heat

Experiment:

Materials: ice, ice chest, 30cc medicine cups, plastic bags, sundae cups

Suggested procedure: The children are given access to water, plastic bags, sundae cups and any other equipment you might like to have available. They are told that they are going to compete in an ice cube melting race. They are free to choose any method they can think of to make an ice cube melt fast. You can keep time, or you might prefer to let them learn by experience.

A few methods tried in trial classes are:

1. Break the ice in little pieces
2. Put the ice in water
3. Put the ice in hot water.
4. Place the ice under running water
5. Rub the ice on a table
6. Place the ice in their mouth
7. Place the ice on the radiator
8. Put the ice in the sunlight
9. Put the ice in your pocket
10. Hold the ice in your hands
11. Break up the ice and put the pieces in hot water.

The results will indicate that all these methods decrease the melting time, but there may be no clear indication as to which is the best method.

You might spend some time having them discuss why they think each of their methods decreases the time required to melt ice.

At the next science lesson point out that some of the methods were really the same. For instance, 6, 9, and 10 involve getting body heat into the ice.

Experiment: Making a balance for classroom use.

Materials: yardstick, finish nail (6 or 8 D), string (about 6 feet), small paper plates (or suitable substitute), paper clips (2)

1. The balance beam:

   a) With a saw, cut slots about ½ inch deep along the 1 inch and 35 inch lines of the yardstick

   b) Drill a hole or drive a small finish nail through the 18 inch line. Be sure the hole is <u>above</u> the bottom of the slots you have cut at each end of the beam; otherwise, the balance will be unstable

   c) Insert a finish nail through the hole at the 18 inch mark.

2. The balance pans:

   a) Punch three holes about 120 degrees apart near the circumference of each of two small paper plates

   b) Run a piece of about 3 feet long through the holes to form a three point suspension for the pan. Tie each end.

(Yard sticks can be obtained from hardware stores at negligible or no cost.)

c) Pull the loops of string together and form a small two strand loop near the top. Adjust the string so the pan will be level (horizontal and not tipped when hung from the beam). Secure the small loops with a rubber band.

3. Suspension of pans:

a) Unfold a pair of paper clips so that a loop is formed at both ends

b) Place the larger loop at each unfolded paper clip in the slots at each end of the balance beam

c) Hang a balance pan on the smaller loops of each paper clip

d) The balance can now be used by placing the opposite ends of the support nail on a pair of books or some other suitable support

e) If the balance beam is not level (which is likely) you can add a piece of clap, a paper clip, a rubber band, etc. to one side of the beam to make it even.

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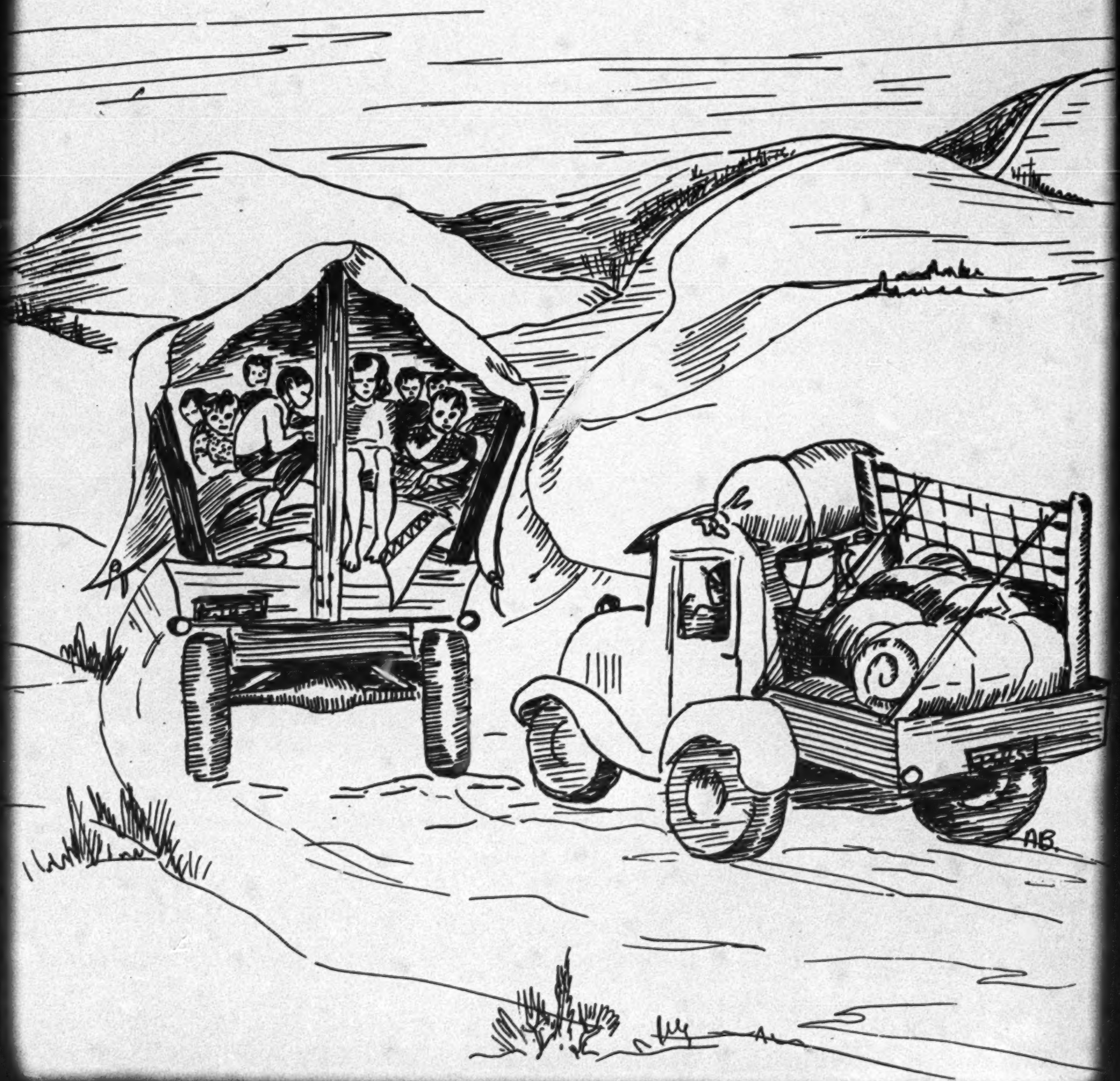
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